DOCUMENT RESUME

ED 347 301 CE 061 505

AUTHOR Whorl, Kevin; And Others
TITLE Equity in Vocational Technological Education, Arizona Annual Report, 1991.
INSTITUTION Arizona State Dept. of Education, Phoenix.
PUB DATE Jun 91
NOTE 142p.
PUB TYPE Reports - Descriptive (141) -- Statistical Data (110)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Access to Education; Affirmative Action; Annual Reports; *Displaced Homemakers; Educational Discrimination; Educational Legislation; Equal Education; Federal Legislation; Nondiscriminatory Education; *Nontraditional Occupations; *One Parent Family; Program Effectiveness; Secondary Education; Sex Discrimination; *Sex Fairness; State Programs; Statewide Planning; Student Participation; *Vocational Education; Vocational Education Teachers
IDENTIFIERS *Arizona; Carl D Perkins Vocational Education Act 1984

ABSTRACT

This report provides a comprehensive summary of vocational equity activities and impact for 1990-91. It includes data from 1980-90 as a means of charting trends and progress in nontraditional enrollment. Section I is a summary of statistical data and information on the status of female and male participation in Arizona's vocational education programs. Data are provided on secondary vocational students and Arizona certified vocational education teachers. Section II is a compilation of impact data (number served) from single parent and homemaker projects and vocational equity projects funded with 1990-91 Carl D. Perkins monies. Section III lists resources (videos, posters, newsletters, directories, guides, handbooks) that are available from the vocational equity office. Section IV contains abstracts of all single parent and displaced homemaker and vocational equity projects funded for fiscal year 1991-92. Each contains title, contact, location, telephone number, intent, objectives, contributions to vocational education, and impact. Section V lists the 1991 winners of the Breaking Tradition Award and the teachers and counselors selected as equity interns for 1990 and 1991. Section VI is a comprehensive evaluation of the statewide single parent and displaced homemaker programs. This section is a result of the computerized database that all funded single parent and displaced homemaker projects began in fiscal year 1990. (YLB)

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Arizona Annual Report on

EQUITY IN VOCATIONAL EDUCATION

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Arizona Department of Education
C. Diane Bishop, State Superintendent

June 1991

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ARIZONA ANNUAL REPORT on EQUITY IN VOCATIONAL TECHNOLOGICAL EDUCATION 1991

Prepared by

Kevin Whorl
Planning, Compliance and Data Collection
Arizona Department of Education

and

Jenny Erwin
Gayle Shull
Sheila A. Martinez
Vocational Equity
Arizona Department of Education

ARIZONA DEPARTMENT OF EDUCATION

C. Diane Bishop, Superintendent
Richard Condit, Associate Superintendent and
State Director of Vocational-Technological Education

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INTRODUCTION

This report was developed to provide a comprehensive summary of vocational equity activities and impact for 1990-1991. In addition, it includes data from 1980-1990 as a means of charting trends and progress in nontraditional enrollment. However, data for the school year 1985-1986 (1986) was omitted because of insufficient, unduplicated enrollment data by sex. Also, this document was prepared in response to specific requirements of the Carl D. Perkins Act of 1984 (Public Law 98-524) stating that data be gathered, analyzed, and disseminated on the adequacy and effectiveness of vocational education programs in the state in meeting the educational and employment needs of woman (including preparation for employment in technical occupations, new and emerging occupational fields and occupations regarded as nontraditional for women), and on the status of men and women students and employees in such programs.

There are 6 color coded sections in this report. Section I, white, is a summary of statistical data and information on the status of female and male participation in Arizona's Vocational education programs. Section II, blue, is a compilation of impact data from Single Parent and Homemaker Projects and Vocational Equity Projects funded with 1990-1991 Carl D. Perkins monies. Section III, pink, lists resources that are available from the vocational equity office. Section IV, yellow, contains abstracts of all single parent and homemaker and vocational equity projects funded for FY1991-1992. Section V, green, lists the 1991 winners of the Breaking Tradition Award and the teachers and counselors selected as equity interns, for 1990 and 1991. Section VI, white is a new section which is a comprehensive evaluation of the statewide single parent and homemaker programs. This section is a result of the computerized database which all funded single parent and homemaker projects began in July 1989.

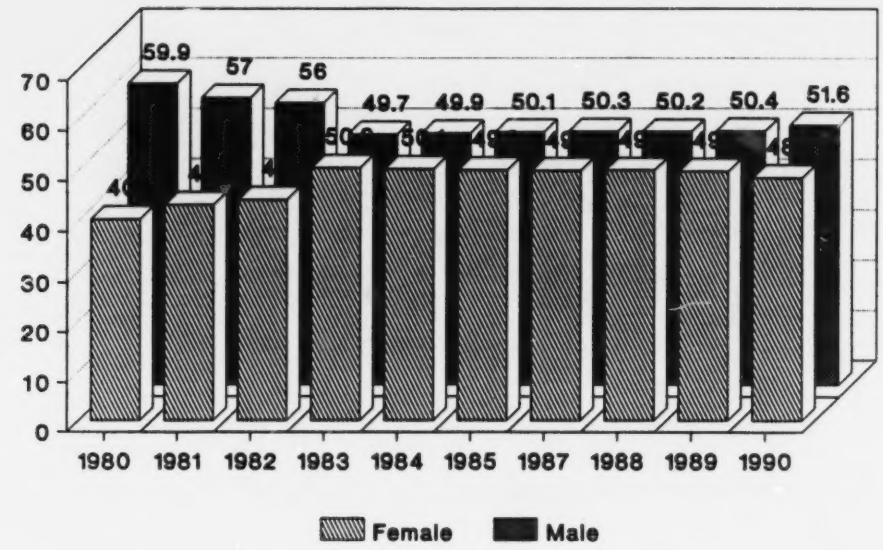
The goal of vocational equity is to expand life and career options for all students and to ensure that they have support, resources and opportunities to enter and succeed in any vocational program. This report shows how Arizona is meeting the ongoing challenge of providing equal education opportunities for all students. Contact the Vocational Equity Office at 1 (800) 352-4558 or 542-5357 if you need help in this area.

SECTION I

ENROLLMENT STATISTICAL DATA

VOCATIONAL EDUCATION ENROLLMENT

Comparison By Sex



Source: ADE Annual Unduplic. Enrollment

Figures shown represent percentages of the total

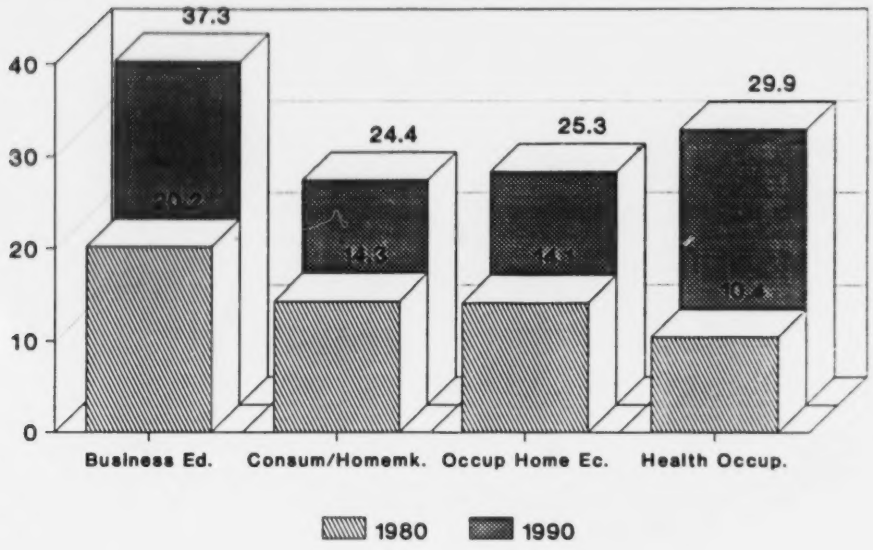
The table above graphically illustrates how male/female enrollment in Arizona secondary vocational programs has moved from a 60/40 (male/female) ratio in 1980 to a 50/50 ratio in 1983. That approximate proportion has been maintained during the past several years.

Today secondary Vocational Education programs in Arizona serve approximately equal numbers of males and females.

Significant differences in male-female enrollment patterns are evident in the individual occupational program area tables which follow.

MALES IN NONTRADITIONAL PROGRAMS

Comparison: 1980/1990



Source: ADE Annual Unduplic. Enrollment

Figures shown represent percentages of the total

Male participation in nontraditional vocational programs has increased significantly since 1980. In 1980, one in five Business Education students was male. By 1990, the ratio had changed to more than one of every three students was male.

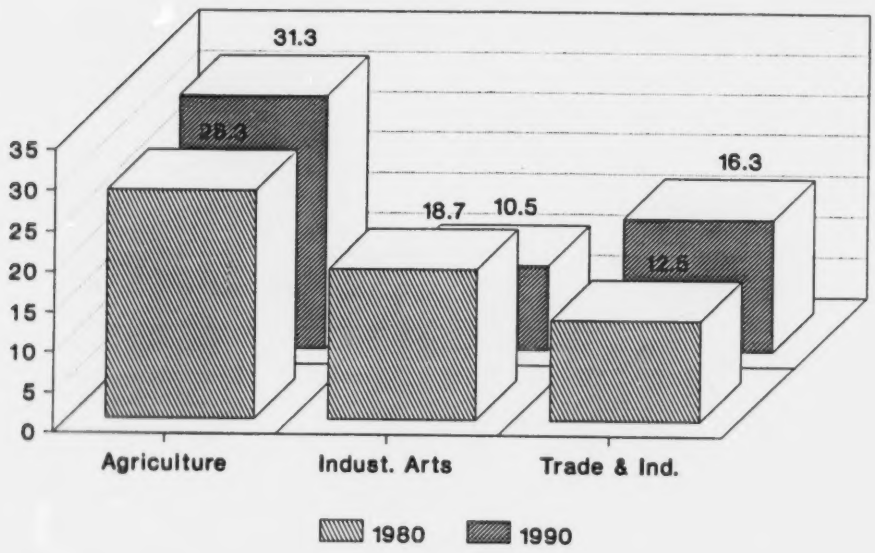
In Consumer and Homemaking and Occupational Home Economics programs, enrollment of males was more than 20 percent in both programs.

An even greater growth in nontraditional enrollment is evident in Health Occupations Education, where the male/female ratio went from one in ten to over one in four by 1990.

In general, males appear to be less and less hesitant about pursuing nontraditional occupational fields and participating in related secondary vocational education programs.

FEMALES: NONTRADITIONAL PROGRAMS

Comparison: 1980/1990



Source: ADE Annual Unduplic. Enrollment

Figures shown represent percentages of the total

Female participation in nontraditional vocational programs shows only modest gains in Agriculture and Trade and Industrial Education. A significant loss is noted in female participation in Industrial Arts Education.

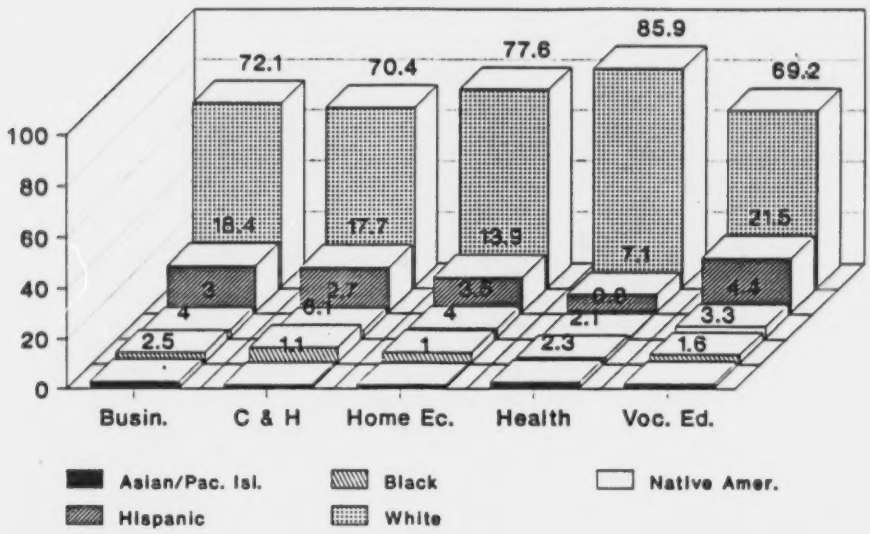
Agricultural Education has always had a fairly significant female enrollment and, in fact, could be considered a borderline nontraditional program. The relatively small gain (3 percent) during the ten-year period increased female enrollment to one in every three Agriculture Education students.

Industrial Arts enrollment of females shows a drop from a little less than one in five students in 1980 to one in ten in 1990. As to reasons for this phenomena, one can only speculate. Certainly, among possibilities to be investigated are student interest and general access or advisement.

Trade and Industrial Education program enrollment by females has continued to fluctuate over the ten-year period, resulting in a net gain of only 3.8 percent.

MALES IN NONTRADITIONAL PROGRAMS

Comparison: By Race



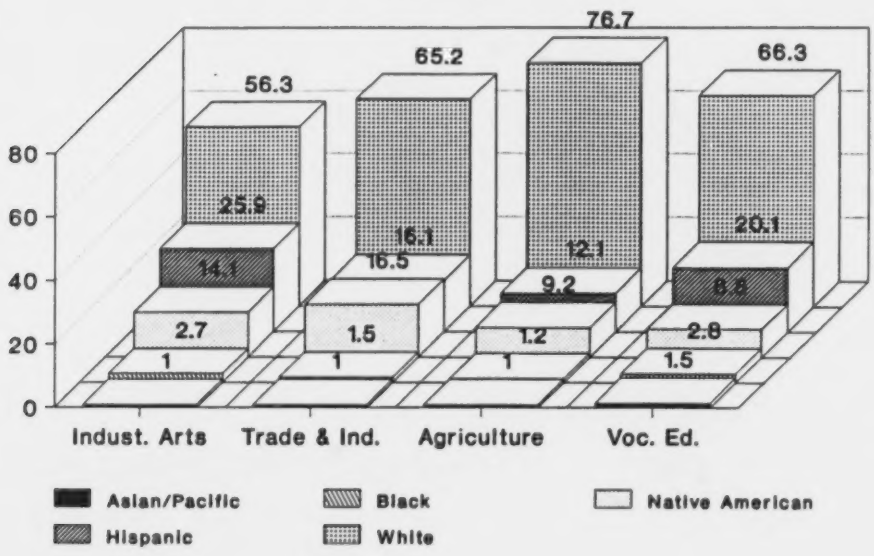
Source: ADE Annual Unduplic. Enrollment

Figures shown represent percentages of the total

Several variances are evident in nontraditional program enrollment by race. Business Education and Consumer Homemaking enrollments by race are not greatly different than that of racial makeup of vocational education as a whole. However, Occupational Home Economics (HERO) and Health Occupations programs exhibit slightly disproportionate enrollment by race. Hispanic males in vocational education as a whole are 21.5 percent, compared to only 7.1 percent in Health Occupations Education. Conversely, white males' participation in Health Occupations Education (85.9 percent) is far greater than white male participation in vocational education (69.2 percent).

FEMALES IN NONTRADITIONAL PROGRAMS

Comparison By Race



Source: ADE Annual Unduplic. Enrollment

Figures shown represent percentages of the total

The major variance with respect to proportionate enrollment in nontraditional programs for females is in Agriculture Education. Blacks and Hispanics appear to be unattracted to Agriculture, while Native American appear to gravitate toward the field, accounting for nearly 10 percent of the nontraditional (female) enrollment compared to 9 percent in vocational education.

VOCATIONAL EDUCATION STUDENTS 1990

MALE %	FEMALE %	PROGRAM AREAS
68.7	31.3	Agriculture Education
44.3	55.7	Marketing Education
29.9	70.1	Health Occupations Education
24.4	75.6	Consumer and Homemaking Education
25.3	74.7	Occupational Home Economics
37.3	62.7	Business Education
83.7	16.3	Trade and Industrial Education
89.5	10.5	Industrial Arts Education
51.6	48.4	Total Vocational Education Ratio

The table above shows the ratio of participation by males and females in various vocational programs and services for the 1988-1990 school year.

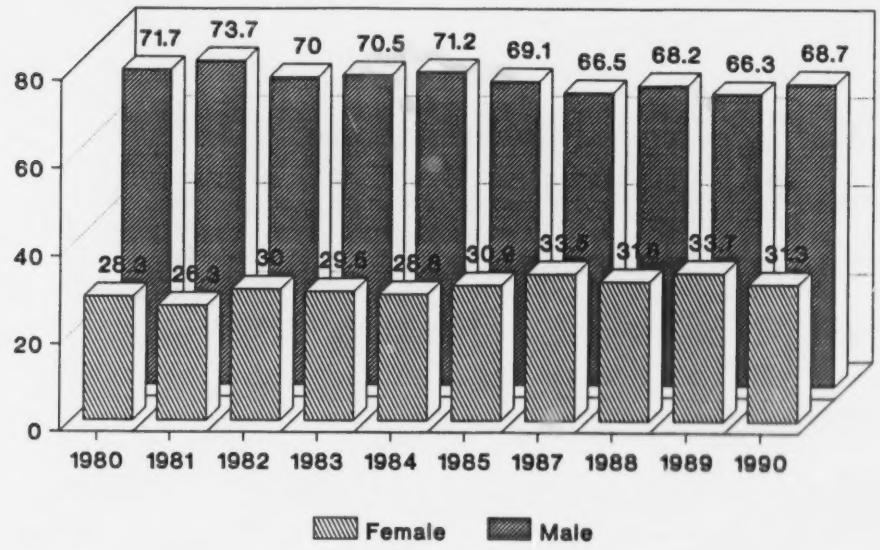
Programs traditionally attended by males (Agriculture, Trade and Industry, and Industrial Arts) still show predominantly male enrollment. Similarly, programs in which females have predominated (Health, Consumer and Homemaking, Home Economics, and Business) show continuing strong female enrollment.

Nevertheless, no program area shows exclusively male or female enrollment, as might well have been the case a decade or two ago.

Comparisons of male and female participation in nontraditional programs at the beginning of the decade (1980) and last year (1990) are provided on the following pages.

AGRICULTURAL EDUCATION ENROLLMENT

Comparison By Sex



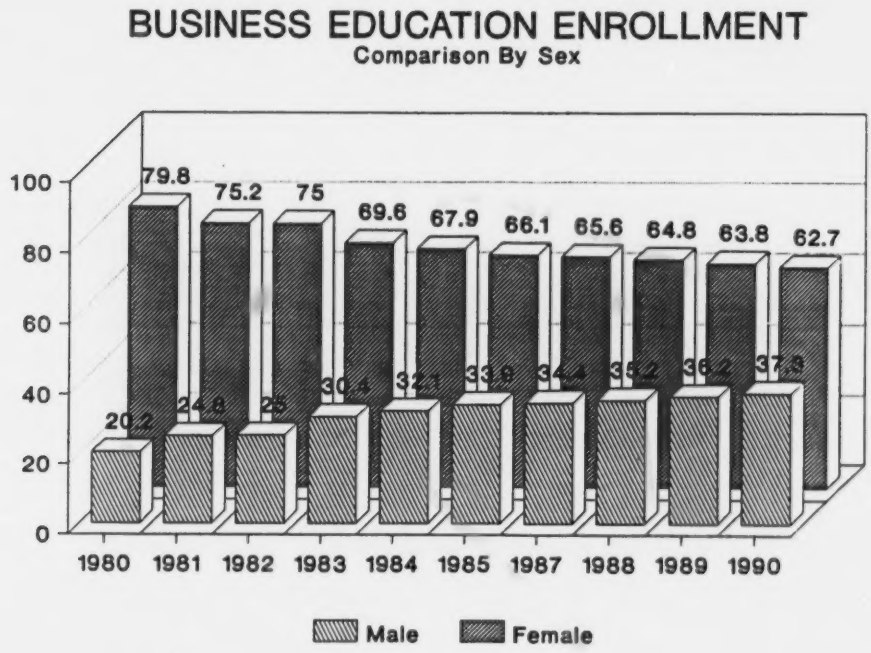
Source: ADE Annual Unduplic. Enrollment

Figures shown represent percentages of the total

Agricultural Education is considered a nontraditional vocational program for females.

Secondary Agricultural Education enrollment has been fluctuating somewhat during the past several years. Despite a tendency toward reduced overall enrollment, the proportion of female enrollment has continued to increase fairly steadily. The ratio of females enrolled has changed from a little more than one in four in 1980 to over one in three in 1990.

The net gain in nontraditional (female) enrollment (1980-1990) was 3 percent.



Source: ADE Annual Unduplic. Enrollment

Figures shown represent percentages of the total

Business Education is considered a nontraditional vocational program for males.

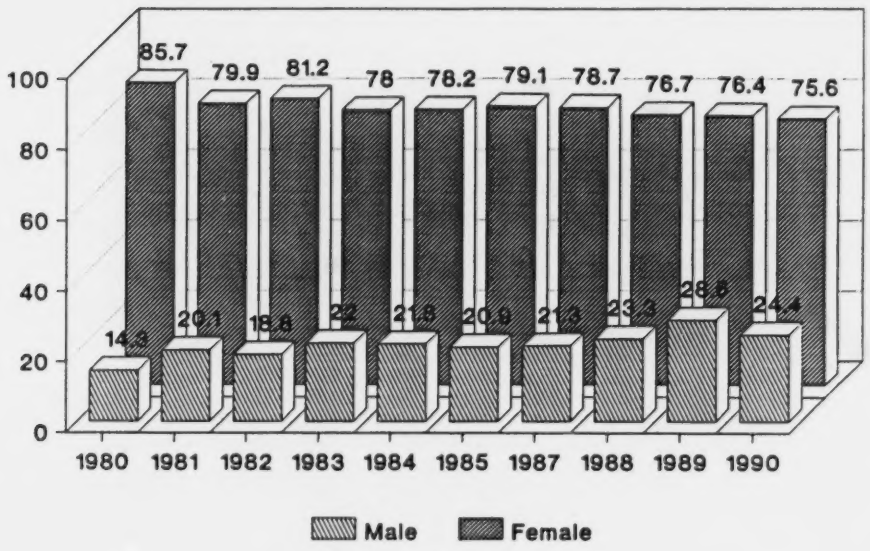
A very definite trend is evident in the chart above, showing an increasing proportion of male participation in Business Education programs.

The actual number of students enrolled in Arizona Business Education programs more than doubled between 1980 and 1985. Male enrollment quadrupled, and female enrollment doubled.

Between the years 1980 and 1990, the nontraditional enrollment (males) posted an overall net gain (proportionate to females) of 17.1 percent.

CONSUMER/HOMEMAKING ENROLLMENT

Comparison By Sex



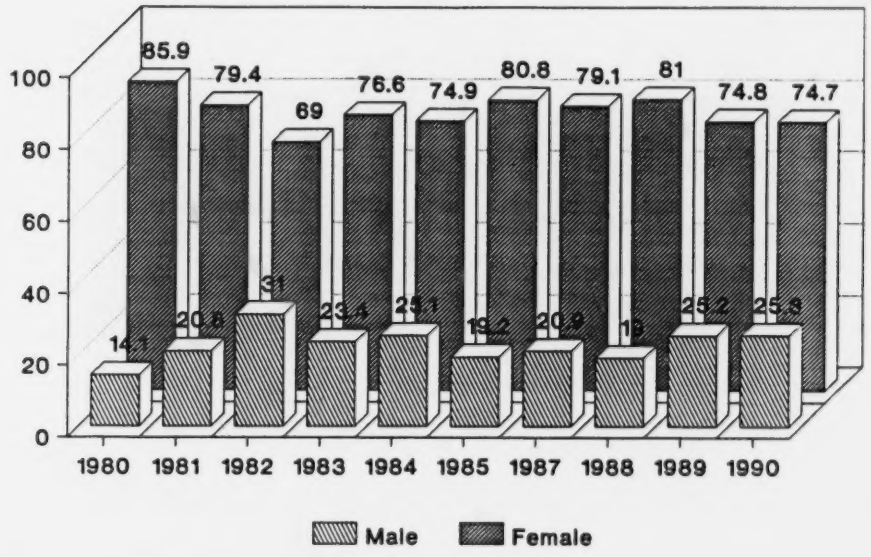
Source: ADE Annual Unduplic. Enrollment

Figures shown represent percentages of the total

Consumer and Homemaking Education is considered a nontraditional vocational program for males.

Nontraditional (male) enrollment in Arizona secondary Consumer and Homemaking Education has fluctuated somewhat during the past eight years. The overall trend has been a gradual increase in the proportion of males to females, 14.3 percent in 1980 to 24.4 percent in 1990.

OCCUPATIONAL HOME ECONOMICS ENROLLMENT
Comparison By Sex



Source: ADE Annual Unduplic. Enrollment

Figures shown represent percentages of the total

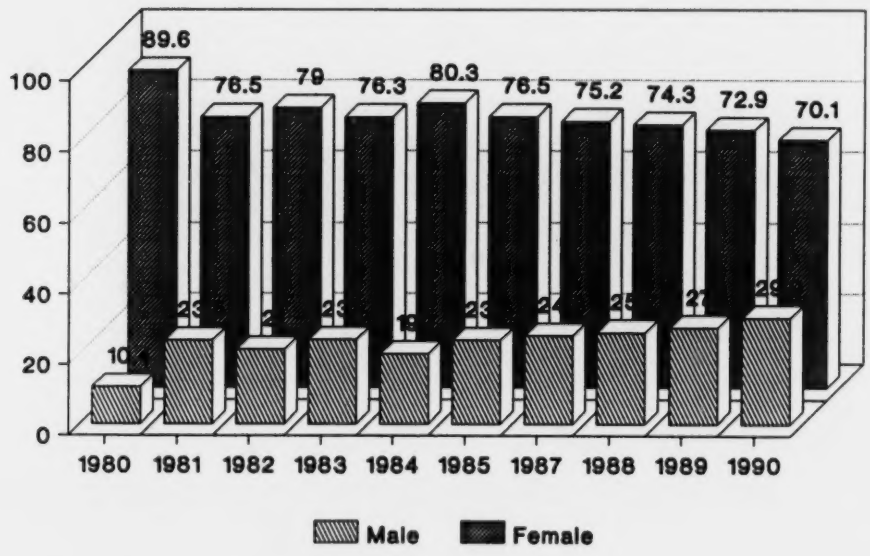
Occupational Home Economics Education is considered a nontraditional vocational program for males.

Like Consumer and Homemaking Education, Occupational Home Economics has been experiencing significant fluctuations in male participation in the program over the past eight years.

From 14.1 percent male enrollment in 1980 to more than 30 percent enrollment in 1982, fluctuations in proportionate enrollment continued to occur annually and appear to be leveling off currently. The net gain in nontraditional (male) participation during the period (1980 through 1990) was more than 11 percent.

HEALTH OCCUPATIONS ENROLLMENT

Comparison By Sex



Source: ADE Annual Unduplic. Enrollment

Figures shown represent percentages of the total

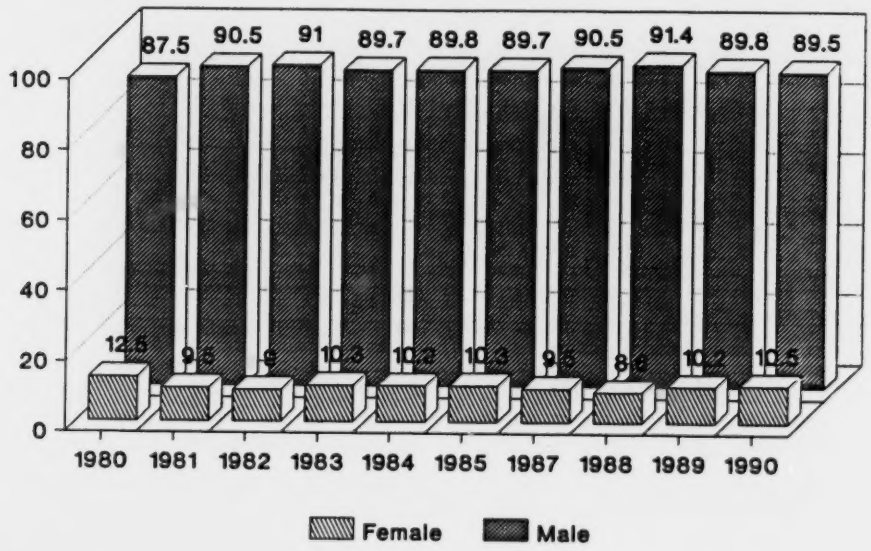
Health Occupations Education is considered a nontraditional vocational program for males.

In 1980, at the secondary level, slightly over ten percent of the Health Occupations Education enrollment was male. The following year, male participation rose to more than 20 percent. Since 1985, male participation has continued to climb to almost 30 percent.

The net gain for nontraditional (male) enrollment between 1980 and 1990 was more than 19.5 percent.

INDUSTRIAL ARTS EDUCATION ENROLLMENT

Comparison By Sex



Source: ADE Annual Unduplic. Enrollment

Figures shown represent percentages of the total

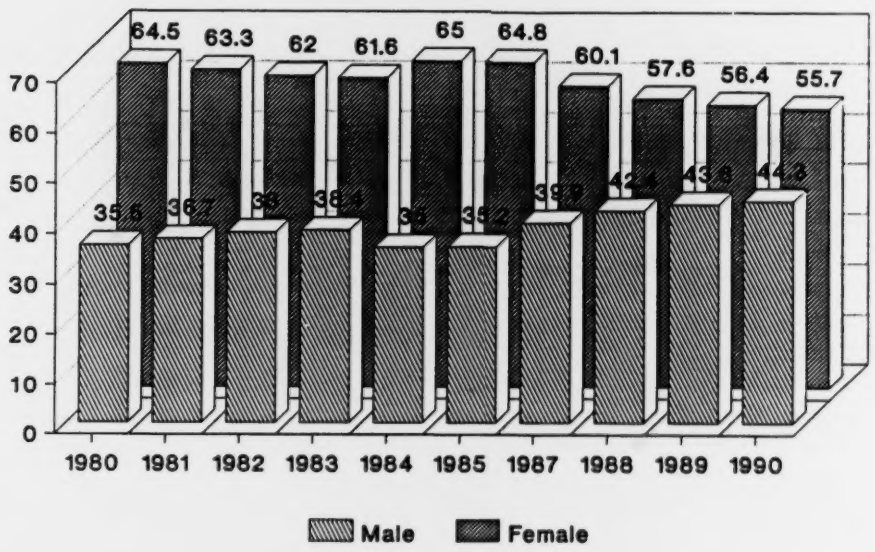
Industrial Arts Education is considered a nontraditional vocational program for females.

As evidenced by the table above, the proportion of female (nontraditional) enrollment in Arizona's secondary Industrial Arts Education programs has declined from 12.5 percent in 1980 to 10.5 percent in 1990.

Despite reports of continuing recruitment, counseling efforts, and vocational education opportunity announcements, female enrollment in Industrial Arts programs has experienced a net loss of two percent since 1980.

MARKETING EDUCATION ENROLLMENT

Comparison By Sex



Source: ADE Annual Unduplic. Enrollment

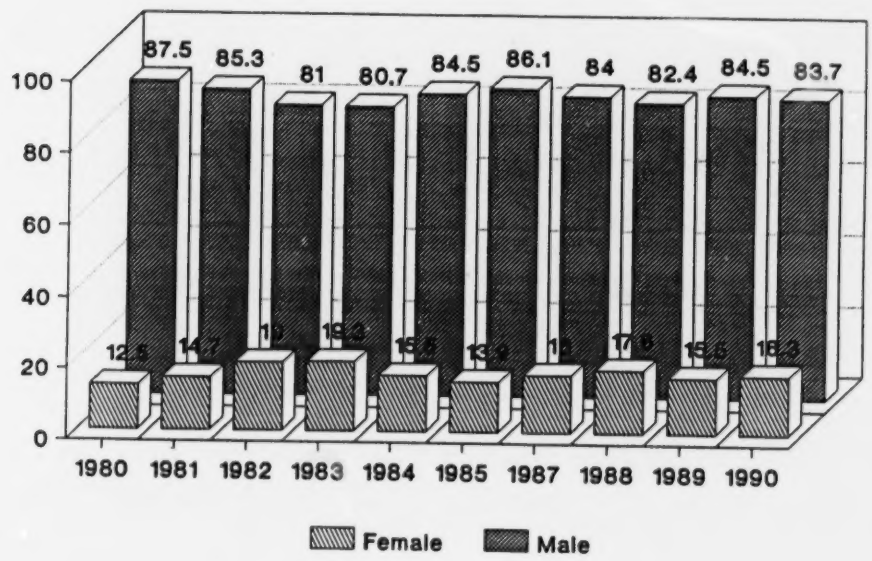
Figures shown represent percentages of the total

Marketing and Distributive Education is considered a fairly balanced vocational program in Arizona's secondary schools. Historically, enrollment has included both males and females, with at least one third or more males.

Since 1980, when male participation was a little over 35 percent, males have made modest but definite gains as a proportion of the total Marketing Education enrollment. In 1990 males comprised more than 40 percent of the secondary Marketing Education students in Arizona.

TRADE & INDUSTRIAL EDUCATION ENROLLMENT

Comparison By Sex



Source: ADE Annual Unduplic. Enrollment

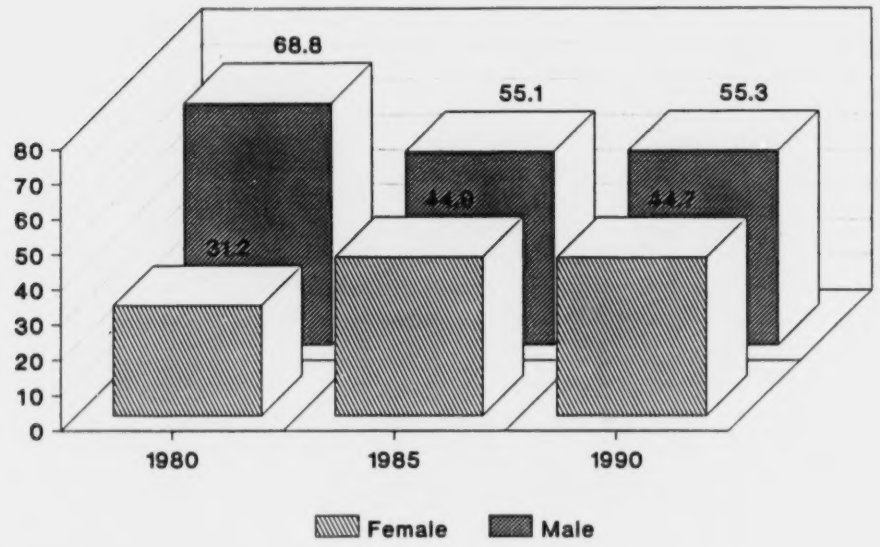
Figures shown represent percentages of the total

Trade and Industrial Education is considered a nontraditional vocational program for females.

The proportion of female to male enrollment has fluctuated considereably during the period shown (1980 through 1990). In 1982 and 1983, female enrollment reached 19 percent. By 1988, females accounted for 17.6 percent of the secondary trade and industrial students.

The overall net result has been a modest increase of almost 4 percent female enrollment since 1980.

CERTIFIED VOCATIONAL TEACHERS
Comparison By Sex



Source: ADE Annual LEA Reports

Figures shown represent percentages of the total

In 1980, females made up less than one-third of Arizona's certified vocational education teachers at the secondary level.

The table above illustrates changes in the proportion of male to female vocational teachers in 1980, 1985, and 1990 school years.

By 1990, females comprised nearly half of the secondary vocational teachers, a net gain of more than 14 percent.

CERTIFIED VOCATIONAL TEACHERS 1990

MALE %	FEMALES %	PROGRAM AREAS
86.6	13.4	Agriculture Education
59.6	41.4	Marketing Education
29.0	71.0	Health Occupations Education
0.0	100.0	Consumer and Homemaking Education
5.1	94.9	Occupational Home Economics
35.9	64.1	Business Education
95.2	7.8	Trade and Industrial Education
97.4	2.6	Industrial Arts Education
55.3	44.7	Total Vocational Education Ratio

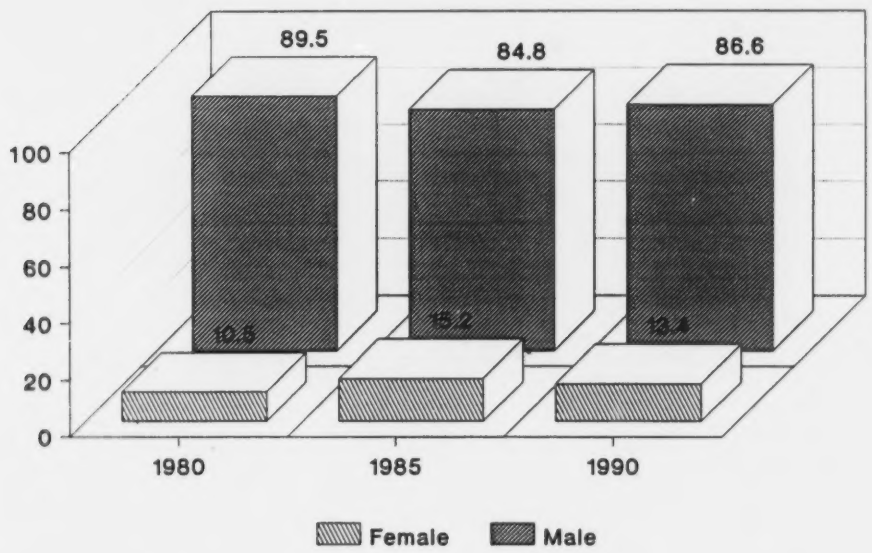
From a cursory examination of the table above, it is obvious that male teachers are predominant in traditionally male vocational areas and female teachers are predominant in traditionally female vocational program areas.

The most striking differences in which sex stereotyping appears to prevail is the Consumer and Homemaking/Occupational Home Economics areas-an almost exclusive domain of female teachers. Almost equally sex stereotyped and male dominated are the Industrial Arts and the Trade and Industrial Education teacher areas.

However, there is virtually no difference in the total number of male and female vocational education teachers.

AGRICULTURAL EDUCATION TEACHERS

Comparison By Sex



Source: ADE Annual LEA Reports

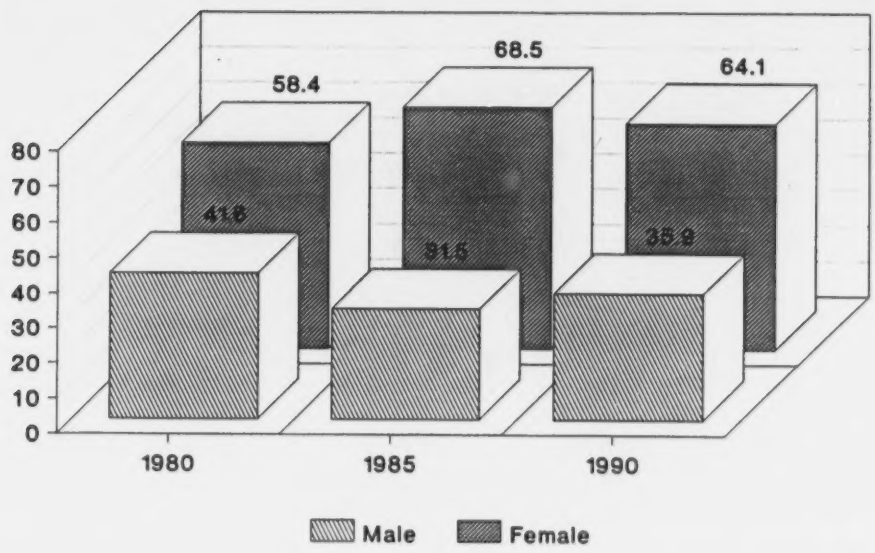
Figures shown represent percentages of the total

In 1980, females made up slightly more than ten percent of the Agriculture Education teachers in Arizona.

As the table above illustrates, by 1985 the percentage of female Agriculture Education teachers reached 15.2 percent and currently is at 13.4 percent in 1990. Total net gain (changes) from 1980 to 1990 is 2.9 percent.

BUSINESS EDUCATION TEACHERS

Comparison By Sex

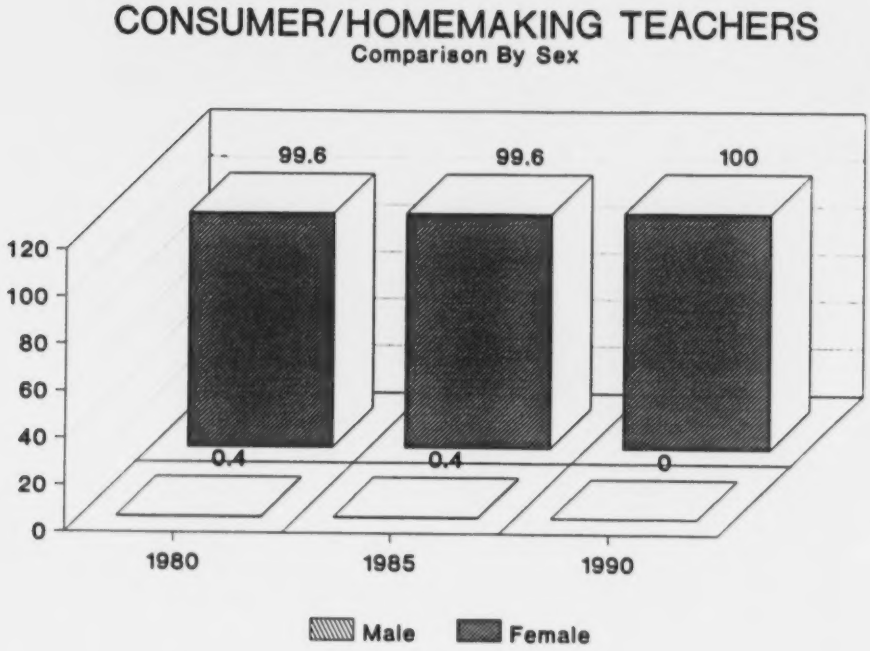


Source: ADE Annual LEA Reports

Figures shown represent percentages of the total

Since 1980, when males held over 40 percent of the certified Business Education teaching positions, their proportion has declined to around one-third in 1985 and 1990. Overall, this amounts to an almost six percent loss.

At least part of this loss can be attributed to growth in the number of Business Education teacher positions and the influx of additional female Business Education teachers.



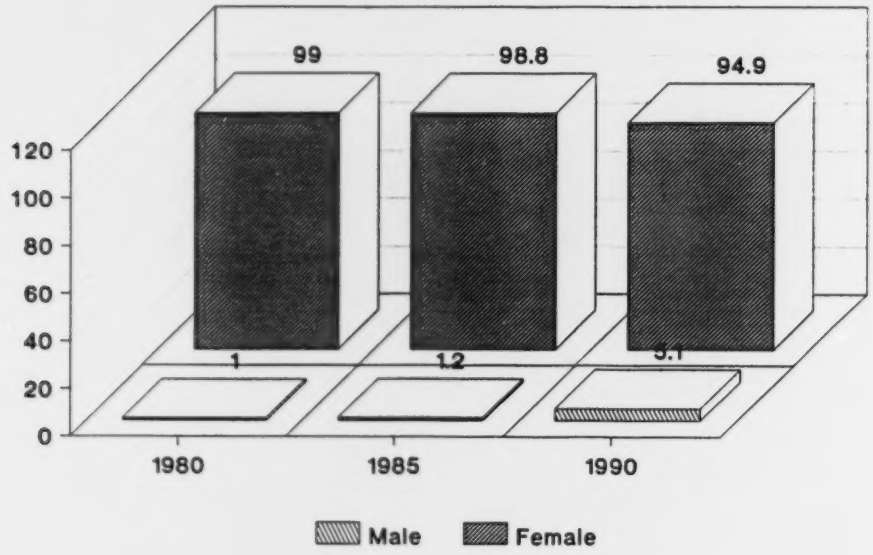
Source: ADE Annual LEA Report

Figures shown represent percentages of the total

It is readily apparent from both the data and the graph above that there has been little or no change in the percentage of male versus female Consumer and Homemaking teachers since 1980.

The fact that male enrollment in Consumer and Homemaking classes have been increasing and has been above the 20 percent level for more than five years has not yet had an effect on the male/female teacher ratio.

OCCUPATIONAL HOME ECONOMICS TEACHERS
Comparison By Sex



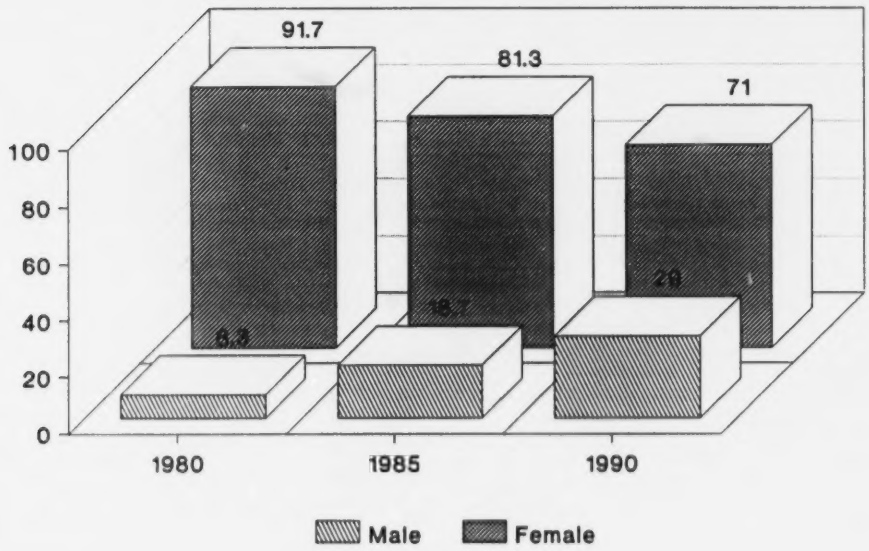
Source: ADE Annual LEA Reports

Figures shown represent percentages of the total

Female teachers continue to be an overwhelming majority of the Occupational Home Economics instructors. The amount of change toward the mean (+5.1 percent) is relatively insignificant, especially in light of the increases in male student participation and the time period involved.

HEALTH OCCUPATIONS TEACHERS

Comparison By Sex

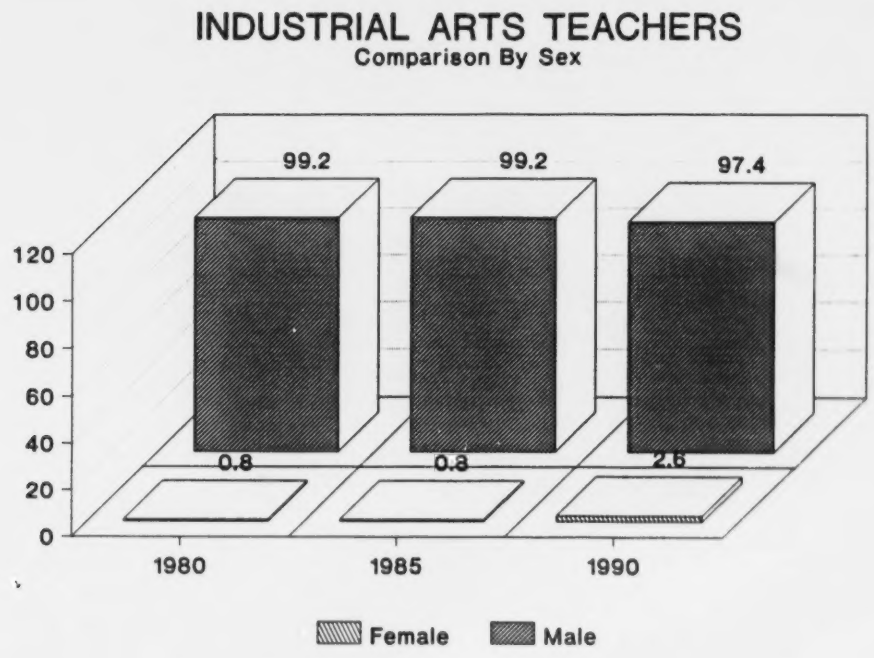


Source: ADE Annual LEA Reports

Figures shown represent percentages of the total

The percentage of male Health Occupations teachers is small in comparison to female teachers.

Over the last ten years, the number male teachers has risen by 20.7 percent.



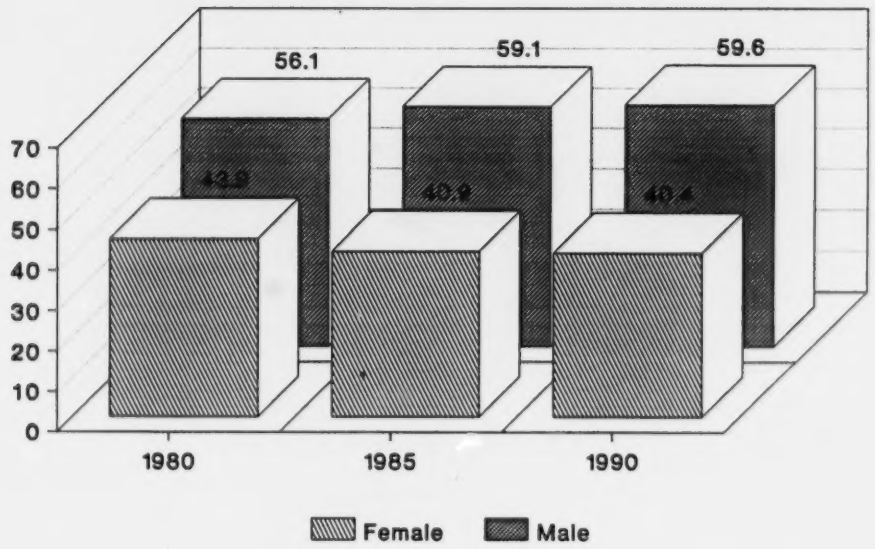
Source: ADE Annual LEA Reports

Figures hown represent percentages of the total

The field of Industrial Arts Education exhibits little change with respect to the relative proportion of male to female teachers. The change (almost two percent) is totally insignificant.. Coupled to that fact is the realization that nontraditional enrollment (female students) has been declining in proportion to male students for several years.

MARKETING EDUCATION TEACHERS

Comparison By Sex

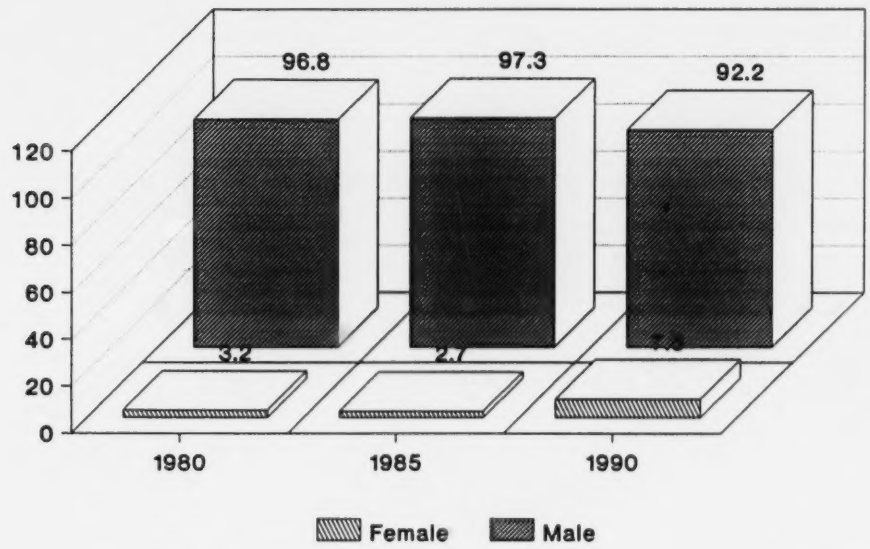


Source: ADE Annual LEA Reports

Figures shown represent percentages of the total

Marketing and Distributive Education programs at the secondary level are not only fairly well balanced with respect to male and female enrollment, but also the teacher ratio is similarly balanced.

TRADE AND INDUSTRIAL TEACHERS
Comparison By Sex



Source: ADE Annual LEA Reports

Figures shown represent percentages of the total

Trade and Industrial Education continued to be a stronghold of male students and, to some extent, male teachers.

While gains have been noted during the past several years (+5.1 percent) 1985-1990 with female teacher participation, the overall ratio of female to male Trade and Industrial Education teachers remains highly disproportionate.

SECTION II

IMPACT DATA FOR FY1990-1991 FEDERAL PROGRAMS

1990-1991 VOCATIONAL EDUCATION SINGLE PARENT AND HOMEMAKER PROGRESS REPORT

PARTICIPANT CHARACTERISTICS

		NUMBER SERVED FINAL
1.	Total	1578
2.	Age:	
	13 and under	0
	14-15	0
	16-19	42
	20-21	72
	22-44	1041
	45-54	260
	55+	148
3.	Sex:	
	Female	1569
	Male	9
4.	Ethnic Background:	
	American Indian	67
	or Alaskan	0
	Pacific Islander	8
	Black	
	(non-Hispanic)	79
	Hispanic	398
	White	
	(non-Hispanic)	1024

		NUMBER SERVED FINAL
5.	Marital Status:	
	Single	
	(never married)	307
	Married	283
	Divorced	543
	Separated	365
	Widowed	67
6.	Education (highest level attained):	
	None	322
	High school diploma	
	or GED	648
	Some college	334
	Technical certificate	82
	Apprenticeship/ military/vocational school	49
	Associate degree	59
	Bachelor's degree	45
	Graduate degree	7

		NUMBER SERVED FINAL
7.	Income:	
	0-5,980	943
	5,980-8,010	207
	8,010-10,060	177
	10,060-12,100	100
	12,100-14,140	22
	14,140-16,180	51
	16,180-18,220	20
	18,220-20,260	17
	20,260+	39
8.	Primary Household Support	1231
9.	Currently Employed	322
10.	Economically Disadvantaged	1328
11.	Receive Public Assistance	34
	AFDC	50
	FS	59

SERVICES PROVIDED TO SINGLE PARENTS AND HOMEMAKERS

Check all services provided:

	NUMBER SERVED FINAL		NUMBER SERVED FINAL
Career counseling	1252	Child Care	198
Personal counseling	959	Transportation	477
Basic skills assessment	1127	Tuition	518
Interest assessment	1127	Supplies	523
Aptitude assessment	488	Emergency	80
Job development	962	Clothing	178
Remediation-ESL	71	Housing	83
Remediation-other basic skills	285	Other	184
Employability skills	964	Counseling Sessions	143
Vocational training-IRP	391	Counseling Referrals	
Vocational training-not IRP	408		

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OUTCOMES

Trng. goals/Occup. Choice:	NUMBER SERVED FINAL
1. Short term occup.	419
2. Certificate	425
3. Degree	293
4. OJT	83
5. No trng. needed or appropriate	246
1. Agriculture	13
2. Marketing	60
3. Health Occp.	275
4. Cons. Hmkg. Educ.	23
5. Occp. Home Econ.	62
6. Business Educ.	738
7. Trade and Indus. Educ	54
8. Industrial Techn.	20
9. Other	227

Employment/Training Status:	NUMBER SERVED FINAL
1. Were unemployed and obtained FT or PT employment.	174
2. Were employed PT and obtained FT employment.	34
3. Were upgraded in current job.	29
4. Number that upgraded basic skill or got GED.	114
5. Number currently enrolled in vocational training.	216
6. Number that completed vocational training.	109
7. Number enrolled in other training.	31
8. Number removed from public assistance.	43
9. Currently job hunting.	61
10. Other	100

1990-1991 VOCATIONAL EDUCATION TEEN PARENT SUMMARY DATA

PARTICIPANT CHARACTERISTICS

		NUMBER SERVED FINAL
1.	Total:	294
2.	Age:	
	13 and under	4
	14	11
	15	22
	16	94
	17	232
	18	72
	19	56
	20	
	22	
3.	Sex:	
	Female	283
	Male	23
4.	Ethnic Designation:	
	White, not Hispanic	148
	Black, not Hispanic	27
	Hispanic	107
	American Indian or Alaskan Native	19
	Asian American or Pacific Islander	0
		4
5.	Marital Status	
	Single (never married)	280
	Married	25
	Divorced	0
	Separated	1
	Widowed	0
6.	Parental Status	
	Pregnant/expectant Teen	106
	Teen parent	200
7.	Dependent Children:	
	One child	172
	Two children	15
	Three children	0
8.	Current Living Situation	
	Alone	4
	With parents	190
	With spouse/ partner	33
	With spouse/ partner and male's parents	16
	With spouse/ partner and female's parents	11
	Foster care	6
	With friends	11
	With other relatives	19
	Group or private home	16
	Other _____	
9.	Education	
	7th grade	
	8th grade	
	(Highest level attained)	
	Post H.S.	13
	H.S. Graduate	15
	H.S. (GED)	1
	Dropout	17
	12th grade	14
	11th grade	87
	10th grade	87
	9th grade	45
	8th grade	
10.	Currently Enrolled in School	
	Yes	125
	No	29
11.	Employment Status	
	Working full-time only	5
	Working part-time only	15
	In training program	2
	Not in school, looking for work	7
	Not in school, not looking for work	22
	In school, not looking for work	202
	In school, and working	23
12.	Father Contributes to Child	
	Yes	149
	No	151
13.	Economic Status	
	Public assistance	155
	Economically disadvantaged	167
	Monthly income:	
	$0-300	165
	400-500	16
	500-600	6
	600-700	6
	700-800	5
	800-900	2
	900+	

SERVICES PROVIDED TO TEEN PARENTS

	NUMBER SERVED FINAL		NUMBER SERVED FINAL
1. Enrolled in Vocational Education Training through IRP	107	5. Training Materials/Supplies	221
2. Child Care		6. Guidance and Counseling	302
Number of participants served	275	7. Job Development	179
Number of children served	192	8. Assessment/Evaluation	254
3. Transportation	160	9. Prenatal Care	89
4. Tuition and Fees	11	10. Referred to Other Agencies for Support Services	250

OUTCOMES

	FINAL
Employment/Training Status at Exit:	
1. Completed vocational training	58
2. Placed on full-time jobs as a direct result of your program	14
3. Placed on part-time job	16
4. Job hunting	34
5. Dropped out of program	62
6. Completed high school	34
7. Returned to school	90
8. GED	

Vocational Equity Projects Summary Data

11,046	No. of students served
706	No. of student presentations
391	No. of counselors served
102	No. of counselor presentations
1,622	No. of teachers served
167	No. of teacher presentations
1,336	No. of community representatives participating in program
540	No. of community presentations
1,410	No. of parents served
743	No. of parent presentations

SECTION III

RESOURCES

CURRENT MATERIALS

The following materials were developed in Arizona through projects to local districts and agencies as fulfillment of state and federal grant requirements. They are available from the equity office by contacting Gayle Shull, Arizona Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007, 1-602-542-5357, 1-800-352-4558.

Videos

* "Follow Your Dream" For junior and senior high students, 6 minutes—Career planning for young women, produced by YWCA Leadership Development Center, Phoenix.

* "Pathways to Wholeness" For adults, 20 minutes—Transitions of five persons becoming single parents, produced by DESC Project, Tucson.

* "Double Duty: Life as a Working Single Parent" For adults, 15 minutes—Success stories of three working single parents, produced by DESC Project, Tucson.

Posters

* *Break Tradition: Who Says You Can't!*
  Pima Community College

* *Nontraditional Choices are Waiting for You*
  Arizona Department of Education

	1991	1990	1989
* *Equity Pioneers:*	Charissa A. Kington	Staci Woodrow	E.J. Valinski
	Scott B. Horton	David Goitia	Celeste Randall

Newsletters

* Connections—Arizona Department of Education

Directories, guides, handbooks

* Arizona Resource Handbook for Single Parents and Homemakers in Transition—DESC Project
* Equity Training Manual for Secondary School Counselors—DESC Project
* Expanding Options in Technology—Arizona Center for Vocational Education
* Mentoring Cross-Cultural Women in Preparation for Occupations—Phoenix Urban League
* Model Mentor Program for Minority Women Interested in Newly Emerging Occupations—Phoenix Urban League
* Preparing for a Nontraditional Job—Arizona Department of Education
* Puzzles, Patterns, Pathways—A Manual for Counselors of Single Parents and Homemakers in Transition—and Curriculum Guide
* Training in Nontraditional Occupations—Arizona Center for Vocational Education

Miscellaneous

* *Making the Right Moves: Life As a Teen Mom* Game for junior and senior high students, explores problems teen moms face—DESC Project

* *Creating an Equitable World*—Nontraditional Resource Kit

SECTION IV

1991-1992 PROJECT ABSTRACTS

PROJECT: Coolidge Unified School District's Teenage Parenting Program (TAPP)

CONTACT: Lynn Powers

LOCATION: Coolidge High School - TAPP
P.O. Box 1499
Coolidge, AZ 85228

TELEPHONE: Phoenix Line: (602) 252-2657 Local Line: (602) 723-9338

INTENT: To continue the implementation of a comprehensive Parenting Teen Program for 30 Pregnant and/or Parenting teens in the Coolidge Unified School District area with the emphasis on career training. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. To provide Individual Vocational Education Plans for approximately 30 students.

2. To provide career block choices and stipends for 100 percent of those students in financial need enrolled in an after school career block.

3. To identify student typing competencies and basic computer skills utilizing proficiency tests and the completion of a résumé on the computer.

4. To demonstrate an increase in students' knowledge and skills about/in the career field of their choice by comparison of their pre-post tests and through mentor evaluations.

5. To provide on the job experience through JTPA, CO-OP, mentoring, or employment.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This process will help pregnant and parenting teens determine their interests in future careers, the skills necessary for these careers, and the knowledge about what type of education is required to obtain these careers. The computer class and mentoring process will give students the on-hands experience to develop skills in the career area of their choice.

IMPACT:

Participants will receive support to remain in school, gain occupational skills and career knowledge that will help them support themselves and their children and possibly promote further education. In addition, they will learn interpersonal communication skills and job placement skills for future employability.

PROJECT: Deer Valley Unified School No. 97 TAPP

DIRECTOR: Barbara Daggett, Principal

CONTACT: Tedda Campbell

LOCATION: Deer Valley Vocational Technical Center
18400 North 51st Avenue
Glendale, Arizona 85308

TELEPHONE: (602) 866-5889

INTENT: To implement a comprehensive teen parenting program for teen parents at Barry Goldwater and Deer Valley High Schools and the Vocational Technological Center. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. To establish a communication network on the high school campuses with principals, counselors, nurses and staff members which will work to identify in school teen parents as well as those who may have dropped out.

2. To establish community contacts to provide information and assistance to teen parents.

3. To develop an Individual Vocational Education Plan (IVEP) with each teen parent to meet their unique needs.

4. To facilitate group and individual counseling sessions and workshops to address issues outlined in IVEP.

5. To place students in appropriate training or employment.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Students will be provided vocational training through existing programs at the Vocational Technical Center, Barry Goldwater and Deer Valley High Schools. Teen parents will gain skills to function in their multiple roles as productive members of the communities they live and work in.

IMPACT:

TAP participants will be provided support to remain in school and life and vocational skills that will enable them to support themselves and their children.

PROJECT: Mesa Public Schools—Teen Parenting

CONTACT: Sue Thomas

LOCATION: East Valley Institute of Technology **TELEPHONE:** (602) 898-6104
200 South Center Street
Mesa, AZ 85210-1593

INTENT: Provide IVEP's, vocational training, child care, academic remediation, parent training, peer support groups, and job placement for the teen parents of 1-3 year olds enrolled in the Mesa Public Schools. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. Provide child care and ancillary services so that teen parents may stay in school.
2. Develop IVEP's which detail vocational technological services and support services.
3. Provide a minimum of four nontraditional occupational experiences for each target student.
4. Provide placement services for graduating teen parents.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project provides educational and ancillary services which will greatly improve the graduation rate and employability of the target group.

IMPACT:

Vocational technological training through participation in one of the twenty-one priority programs offered at Mesa Vo-Tech will become available to the targeted students as the result of IVEP's, child care, and other support services.

PROJECT: Sunnyside Unified School District No. 12, Teenage Parent Program

DIRECTOR: Lydia H. Baker, Assistant Superintendent

CONTACT: Monica Nitzsche

LOCATION: Sunnyside High School
1725 E. Bilby Road
Tucson, AZ 85706

TELEPHONE: (602) 741-2432

INTENT: To incorporate a vocational/support component into the existing structure of the Teenage Parent Program. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. Provide vocational/career assessment for enrolled student in order to encourage long-range goal planning.
2. To provide instruction of job skills as identified on IVEP.
3. To provide instruction on self-awareness and life management skills as they relate to occupational success.
4. To identify and investigate community support services and resources necessary for the transition into the world of work.
5. To provide scholarship or financial assistance to encourage post-high school educational involvement.
6. To place students in appropriate training or employment.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project will provide a continuum of work related services and skill enhancements for teen parents who cannot, without assistance, succeed in the regular vocational educational program. The project will provide additional services not provided to other students in vocational education and not currently available in the Teenage Parent Program.

IMPACT:

Participants will utilize "work experience," coupled with related instruction, to assist individuals in the transition from student to worker. Teen parents will receive training and support necessary to enable them to become more productive and responsible members of society.

PROJECT: Adult Vocational Training Project

DIRECTOR: Peg Nash

LOCATION: 531 West Plata, Suite 600 **TELEPHONE:** (602) 884-8686
Tucson, AZ 85705

INTENT: Vocational training, support services, and placement for 125 single parents and homemakers in the Tucson area. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. To recruit and provide 125 single parents and displaced homemakers with vocational training in a high-demand, high-tech, and/or nontraditional area. The length of training is from one month to one year and will utilize an open entry/open exit, individualized curriculum in the business and office field.

2. To provide 125 single parents and displaced homemakers with support services which will assist them to successfully complete training and obtain employment. These services will include: child care, transportation assistance, academic remediation, English as a second language instruction, counseling, workshops, support groups, and employability skills training.

3. To provide extended job placement services to 125 single parent and displaced home clients.

4. To conduct follow-ups regarding employees and education status on the single parent and displaced homemakers served.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project provides vocational education opportunities to single parents and homemakers who wish to prepare themselves for successful entry into the world of work. They will be enabled, through vocational training and job search/placement assistance, to face their futures with a much greater degree of preparation and confidence. Unique components of this program include free child care for training hours, transportation assistance, graduate student success panels, academic remediation, and individual and group counseling.

IMPACT:

Participants obtain marketable occupational skills, job search and job retention skills, and employment. Examples of jobs AVTP participants have obtained: Court Clerk, $6.68 per hour; Medical Librarian, $5 per hour; Administrative Assistant, $6.15 per hour; and Computer Operator, $6.82 per hour.

PROJECT: Arizona Women's Education and Employment (AWEE)
North Phoenix Project SPH

DIRECTOR: Jean Rosenberg

CONTACT: Chris Herzog

LOCATION: 301 W. Hatcher **TELEPHONE:** (602) 371-1216
Phoenix, AZ

INTENT: Support services, training, and job placement to 125 single parents/homemakers in Maricopa County. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. To conduct motivational, preemployment, job readiness programs specifically designed to assist 125 single parents/homemakers establish and reach education and employment goals to become economically self-sufficient.

2. Place at least 70 percent of participants in skills/vocational training programs and/or in part-time and full-time jobs that allow self-sufficiency.

3. Provide support services such as child care, transportation, clothing, and referral services.

4. To provide one year of follow-up services for each client to ensure job retention and/or successful training.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This program contributes to vocational education by providing services that will enable the participants to become economically self-sufficient. The project provides comprehensive preemployment job readiness training that compels the client to assess their needs related to future employment. For most, this means obtaining vocational training before job placement.

IMPACT:

AWEE enrolled over 250 women in its programs at its North Phoenix site in FY1990-1991. Of these, over 85 percent completed the Employment Readiness Program. Seventy-five percent of the women in AWEE'S SPH program in North Phoenix for FY1990-1991 were economically disadvantaged and over 50 percent received support services during the contract year.

PROJECT: Arizona Women's Education and Employment, Inc., (AWEE)

DIRECTOR: Jean Rosenberg

CONTACT: Sharyn Young

LOCATION: 1111 N. First Street **TELEPHONE:** (602) 258-0864
Phoenix, AZ 85004

INTENT: Provide support services, training, and job placement to 125 single parents/homemakers in Maricopa County. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. To conduct motivational, preemployment, job readiness programs specifically designed to assist 125 single parents/homemakers establish and reach education and employment goals of becoming economically self-sufficient.

2. Place at least 70 percent of participants in skills/vocational training programs and/or in full-time or part-time jobs.

3. Provide support services such as child care, transportation, clothing, and referral services.

4. To provide one year follow-up services for each client to help ensure job retention and/or successful training.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through AWEE's preemployment job readiness program participants assess their education, skills, and interest to determine what is needed to become employed. The focus is on acquiring skills necessary to obtain full-time employment and therefore, gain economic self-sufficiency. For most of AWEE's participants, some type of vocational education is necessary.

IMPACT:

AWEE enrolled 175 participants in its program in South Phoenix for fiscal year 1990-1991. Of these 78 percent were economically disadvantaged and over 55 percent received support services during the contract year.

PROJECT: Arizona Women's Education and Employment, Inc., (AWEE)
Yavapai County SPH Project

DIRECTOR: Jean Rosenberg

CONTACT: Ginger Johnson/Sandy Stulberg

LOCATION: 107 N. Cortez
Room 208
Prescott, AZ 86301

and

851 South Main
Cottonwood, AZ 86236

TELEPHONE: (602) 778-3010 (602) 634-0415

INTENT: Support services, training, and job placement to 125 single parents/homemakers in Yavapai County. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. To conduct motivational, preemployment, job readiness programs specifically designed to assist 125 single parents/homemakers reach economic independence. The curriculum is designed to meet the needs of the client population in overcoming barriers preventing job equity.

2. To place participants in employment or training programs which will lead to jobs in high demand areas and nontraditional occupations.

3. To implement a comprehensive interagency resource, referral, and support network to provide maximum opportunities for employment and education for participants.

4. To provide one year of follow-up services for each client to ensure job retention and/or successful training.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through the preemployment job readiness program participants assess their education, skills and interest to determine what is needed to become employed. The focus is to acquire the skills necessary to obtain full-time employment and, therefore, gain economic self-sufficiency. For most of AWEE's participants, this means vocational education.

IMPACT:

AWEE enrolled 181 clients in the SPH program for FY1990-1991. Of these 85 percent completed the program. Of those completing the program, 83 percent went on for further skills training or received full- or part-time employment. There is no other organization or agency in Yavapai County that seeks out, attracts, and focuses exclusively on this population.

PROJECT: Center for New Directions

DIRECTOR: Johanna Phalen

CONTACT: Janet Lilly

LOCATION: 616 East Southern Avenue, Suite 101 **TELEPHONE:** (602) 844-0187
Mesa, AZ 85204

INTENT: Direct support service to a minimum of 100 new single parents and homemakers through training and placement in the East Valley communities of Maricopa County and Apache Junction (Pinal County). July 1, 1991 - June 30, 1992

OBJECTIVES:

1. Provide direct services to a minimum of 100 new single parents and homemakers through support services, job search, training, and placement services including child care and counseling. We will have no more than 25 carry-over clients from funding year 1990-1991.

2. Further expand the job development component, which will result in appropriate employment of single parents and homemakers.

3. Establish local community support to be provided for the successful outcome of this proposal. Services will include intake, assessment, job search classes, and monthly workshops.

4. Demonstrate community support which currently exists for the Center for New Directions and which will continue and be expanded in the East Valley.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project will contribute to vocational education by encouraging single parents and homemakers to train in high-demand occupations including skills training at local community colleges. Successful delivery of services will result in placement in jobs, return to formal and vocational education, and improvement of the clients' self-image and lifestyle.

IMPACT:

Center for New Directions served 132 single parents and homemakers from July 1, 1990, through June 30, 1991.

As of June 30, 1991, 97 of these clients had entered the job market, and 27 were still in training. These clients received classroom training in our three-week Job Reentry Program, and 63 received training through the Individual Referral process. All 132 received guidance and counseling, job development, and assessment and evaluation. One hundred twenty-four or 94 percent of the clients were in the economically disadvantaged status at the time of intake at the Center.

PROJECT: Chicanos Por La Causa, Inc.

DIRECTOR: Hilda L. Simo

CONTACT: Armida V. Bustillo

LOCATION: Via de Amistad
1402 S. Central
Phoenix, AZ 85004

TELEPHONE: (602) 257-5530

INTENT: To provide vocational assessment, training and support services. These services will include: training, placement, parenting skills, child care, workshops, transportation assistance for 62 single parents and homemakers residing in the City of Phoenix. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. A minimum of 62 program applicants will be preassessed (determined eligible) and will be provided orientation and pretraining support services by April 30, 1992.

2. A minimum of 62 program participants will be exposed to nontraditional and traditional vocational exploration/prevocational skills/math/ keyboarding by June 30, 1992.

3. A minimum of 50 or eighty percent (80%) will be enrolled in occupational skills training.

4. A minimum of 43 participants (70% of program enrollment) will be provided placement services by June 30, 1992.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The proposed program will be carried out using Chicanos Por La Causa, Inc.'s twenty-one years of experience in serving the economically disadvantaged offering employment and training services and eleven years in providing comprehensive services to single parents. Enhancing this experience will be the knowledge CPLC has gained in working with single parents/homemakers during fiscal year 1990-1991 through its ADE/Vocational Education grant.

IMPACT:

Many of last year's participants are continuing with their education at the college level. One of the impacts of this program will be the placement of single parent homemakers in training-related and nonrelated training employment. Additionally, the vocational training that the participants receive will enable them to become financially and economically self-sufficient and thus allow them to also contribute to the community.

PROJECT: PHASE (Project for Homemakers in Arizona Seeking Employment) University of Arizona

DIRECTOR: Diane Wilson

LOCATION: 1230 North Park Avenue, No. 209
Tucson, AZ 85721

TELEPHONE: (602) 621-5008
621-3902

INTENT: Support services, training, and placement for 100 single parents and homemakers in jobs, vocational training, education programs, on-the-job training, or apprenticeship programs. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. To recruit and provide direct services to single parents and homemakers through support services, skill training, counseling services, placement assistance, and child care assistance for training in high-demand areas.

2. To offer at least ten (10) skill training workshops to focus on vocational assessment identifying interest and skills, life coping skills, career development, job search counseling, labor market information, presentations for training programs, and nontraditional employment.

3. To provide at least 6 classes in nontraditional, high-tech occupations of high demand.

4. To provide direct vocational skills training to single parents and homemakers using the Arizona Department of Education Individual Referral Process.

5. To provide placement and individual follow-up of at least 100 single parents and homemakers in jobs, vocational training, education programs, and on-the-job training or apprenticeship programs.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

PHASE, located at the University of Arizona, provides direct services to at least 100 single parents and homemakers per year. Services include: individual vocational assessment; two week long job search workshops, vocational training, support services including child care, and assistance with job placement. The result is placement of single parents and homemakers in jobs, vocational training, on-the-job training, or apprenticeship programs.

IMPACT:

PHASE enrolled 154 new single parents and homemakers from July 1, 1990 through June 30, 1991. PHASE provided follow-up services for another 73 from the previous year. At years end 124 were employed and 74 had completed or were continuing vocational training. All participants were provided career counseling, skills and interest assessment, employability skills and job development.

PROJECT: Arizona Western College/Chicanos Por La Causa, Inc., Somerton

DIRECTOR: Dr. Russell DeVriendt

CONTACT: Yolanda Rios

LOCATION:

Chicanos Por La Causa
P.O. Box 517
Somerton, AZ 85350

Community Education Center, AWC
2098 3rd Avenue
Yuma, AZ 85364

TELEPHONE: (602) 627-2042 (602) 783-7485

INTENT: Provide support services, job training, and employment linkages to a minimum of 125 single parents and homemakers in Yuma County and assist 80 clients with successful placement. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. Identify and implement methods of program dissemination using both print and nonprint media. Plan and implement collaborative community awareness and outreach program which increases impact, avoids duplication, forms referral networks, and mobilizes community support and resources for program services.

2. Provide support services including counseling, student assignment, child care, and transportation in order to promote nontraditional vocational interest for participants.

3. Establish informal and formal linkages with state and local agencies such as Council of Governments, Community Legal Services, Department of Economic Security, and Portable Practical Education Preparation (PPEP) which provide job placement, farm worker's training, sheltered employment, and referral services.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The "special needs" population to be served through this program will be single parents and displaced homemakers who are not employed, underemployed, or school dropouts with a special emphasis placed on ethnic minority people of Yuma County. This program will encourage self-sufficiency through enhancing English proficiency, building self-esteem, with emphasis on completion of high school, occupational training, and on-the-job training.

IMPACT:

Those participants with limited English proficiency continue having problems securing financial assistance to pay for ESL classes. Their goal is to be proficient in the English language so as to apply for available vocational training programs.

PROJECT: Central Arizona College: Single Parent Homemaker

DIRECTOR: Helen Denton

CONTACT: Sharon Stinard

LOCATION: Central Arizona College
8470 North Overfield
Coolidge, AZ 85228

TELEPHONE: (602) 426-4213

INTENT: Provide vocational assessment, support services training, placement and follow-up for 100 single parent homemakers residing in areas served by Central Arizona College. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. To coordinate and integrate existing college and community services and resources to assess the educational, vocational support service needs of the participants.

2. To utilize existing federal and state educational resources to provide educational/vocational training to participants.

3. To develop placement opportunities for participants.

4. To develop a Resource Center for participants that will provide interpersonal communication and support during their active participation and for follow-up during the first year of employment.

5. To collect data on participants to use in the projects evaluation.

6. To develop linkages with existing college and community resources that will result in the development of a Center to provide a long-term commitment to serving this population.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The project provides services that enhances the overall employability of this population by providing them with the skills necessary to obtain and keep adequate employment.

IMPACT:

The greatest impact of this project will be the placement of single parent homemakers in training-related employment. This employment must provide adequate salaries to improve the standard of living for their families. Participants will be prepared for well paying jobs in technical and computer occupations.

PROJECT: Cochise College—Single Parent Program

DIRECTOR: Bob Mena

CONTACT: Maggie McGrail

LOCATION: Cochise College
Route 1, Box 100
Douglas, AZ 85607

TELEPHONE: (602) 364-0340

INTENT: Provide education and training services to 125 single parents throughout Cochise County. To enhance overall employability and eliminate the dependence on public assistance. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. Program will utilize the Individual Education Assessment (IEA), Individual Vocational Assessment Plan (IVEP) and the Cochise College Student Development Centers to determine prevocational skill levels.

2. Program will provide tutoring, counseling, financial aid, and other support services through total utilization of existing college and community resources. Training also will be provided in stress management, time and money management, résumé writing, interviewing skills, and other areas.

3. Follow-up services which include support meetings, workshops, counseling sessions to encourage completion of plans, and referrals to appropriate college and community resources. SP/H coordinator will provide necessary assistance to SP/H participants.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This program emphasizes education in high-demand and nontraditional occupations. The college provides education beyond the high school level to students interested in and capable of benefiting from higher education encouraging marketable career selections.

PROJECT: Eastern Arizona College: Single Parent/Homemaker

DIRECTOR: Sharon Fitz-William ("Hopi")

LOCATION: Eastern Arizona College
600 Church Street
Thatcher, AZ 85552

TELEPHONE: (602) 428-8317

INTENT: To provide comprehensive vocational training and supportive services for 100 single parent/homemakers residing in Graham and Greenlee Counties. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. Assist single parent/homemakers by determining educational goals and supportive service needs through initial interview and vocational assessment.

2. Develop solid relationships with community agencies to allow optimum use of resources available to participants. Make appropriate referrals to community agencies.

3. Conduct workshops covering self-awareness, self-esteem, goal-setting, career awareness, communication skills, time and money management, and other pertinent topics necessary to ensure successful transition to college participation and completion of educational objectives.

4. Conduct support group meetings on a monthly basis with program participants. Provide individual counseling or referral as needed.

5. Assist participants with job search strategies, résumé development, and referral to appropriate job placement services.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Vocational training in occupations such as Administration of Justice, Advertising Design, Automotive Technology, Office Technology, Drafting, Cosmetology, Machine Shop Technology and others are provided by this project. Skills gained in this program will increase participant employability.

IMPACT:

The project served 51 participants between July 1, 1990 and June 30, 1991. Of these, 23 students were enrolled in vocational training, 19 of those as full-time students. In Fall Semester 1991, five (5) students will begin a third semester and twelve (12) will begin a second semester. There are seven (7) students scheduled for first time enrollment in August 1991. Workshops are scheduled for July and August to include new students presently scheduled for assessment and career planning.

Nine participants upgraded basic skills or received a GED. Two participants were unemployed and obtained employment and one participant who was employed part-time obtained full-time employment.

PROJECT: Return and Discover and Renew (RADAR) Program

DIRECTOR: Dr. Patricia Bassett

CONTACT: Jan Davie

LOCATION: Gateway Community College
108 N. 40th Street
Phoenix, AZ 85034

TELEPHONE: (602) 392-5233

INTENT: To re-connect 18-22 year olds, single parent recent high school dropouts with the educational pipeline and prepare them for a technology-based entry level job.

OBJECTIVES: The objectives of the RADAR Program are as follows:

1. Bridging the academics and occupations gap through exploration of nontraditional technology created career options.

2. Mainstreaming students back into the educational pipeline to obtain either a high school diploma, GED, or training in an occupational program.

3. Assisting students with their personal growth and development.

4. Assisting students with their occupational plans by including a work experience component—allowing students to see the "why" of their education—the application of the learning.

5. Generation of a working understanding of technology, its current and future applications in business and industry.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through the RADAR Program, more females will become aware of the opportunities in nontraditional careers and will become full participants in vocational education programs.

IMPACT:

The RADAR Program will retain difficult to serve students, raise their level of competence in basic academic skills area, provide them with occupational skills necessary to obtain a career-level job, instill in them the need to be a lifelong learner, and provide the technological work place with well-prepared employees.

PROJECT: Mohave Community College: REACH (Reentry and Change)

DIRECTOR: Jane Barkhurst | Barbara Wetherill | Maureen Milbauer

CONTACT:

LOCATION:

Kingman Campus	Mohave Valley Campus	Lake Havasu Campus
1971 Jagerson Avenue	3400 Highway 95	1977 W. Acoma Blvd.
Kingman, AZ 86401	Bullhead City, AZ 86442	L. Havasu, AZ 86403

TELEPHONE: (602) 757-4331 | (602) 758-3926 | (602) 855-7812

INTENT: Provide vocational assessment, support services, training, placement and follow-up for 125 single parents, displaced homemakers and homemakers residing in area served by Mohave Community College. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. Conduct 15 workshops to include vocational assessment, a nontraditional career component, personal growth instruction career exploration and job search skills.
2. Develop IVEP's with participants detailing training and/or job search strategies.
3. Provide assistance to participants who lack basic education skills through tutoring, ABE/GED and remedial English, reading and math classes.
4. Provide support services for participants, such as transportation, child care and referrals to community services.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project provides educational services that enhance the overall employability of this population by providing them with the skills necessary to gain adequate employment.

IMPACT:

The greatest impact for the individual and the community comes from the number of participants placed in training programs. Of the 59 individuals provided service during the first six months of FY1991, 30 were placed in training programs, with 13 also working part-time. Twelve participants were employed. Areas in which participants received training or were employed include: nursing, accounting, management, casino dealing, secretarial, and computers.

PROJECT: Pima Community College: Women in Progress

DIRECTOR: Grace (Mini) Montez, District Coordinator
Pima Community College
West Campus, 2202 Anklam Road
Tucson, AZ 85709

CONTACT:

Sharon Jordan-Sita
East Campus
8202 East Poinciana Dr.
85730 722-7616

Beth Hunter
Education Center South
2809 E. Elvira, Bldg. D
85706 884-6577

Irma Rodriguez
Downtown Campus
1255 N. Stone
85705 884-6678

Nadia Villalobos
West Campus
2202 Anklam Rd.
85709 884-6645

LOCATION: Pima Community College
District Women in Progress Office
2202 Anklam Rd.
Tucson, AZ 85709

TELEPHONE: (602) 884-6645

INTENT: Support services (tuition, books, child care) vocational training, placement, and referral to 160 single parents and homemakers in Pima County. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. Recruit and provide support services and training for single parents and homemakers to include application processing, enrollment, assessment, career counseling, financial aid, tutoring services, job shadowing, job search, job placement, personal and professional development, and child care.

   Include application processing, enrollment, assessment, career counseling, financial aid, tutoring services, job shadowing, job search, job placement, personal and professional development, and child care.

2. Establish linkages and develop networks with Pima County such as DES, JOBS, JTPA, AVTP, PHASE and TACC (Tucson Association for Child Care) and enhance communication and coordination between PCC student personnel services and academic and vocational areas to maximize the services in counseling, financial aid, training, and job placement.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through training in prevocational and vocational courses, 160 single parents and homemakers will be prepared for occupations for direct employment in traditional and nontraditional areas which are in higher demand in Pima County.

IMPACT:

1. Will provide an opportunity for single parents and homemakers in Pima County to have a vehicle to acquire training in a community college setting to become better prepared for the work force.

2. Will provide the students with personalized advising and counseling which will change attitudes on value of education and self-images from negative to positive.

3. Will provide a bridge between the academic, vocational, and student services areas for quality training and service to students.

4. Will make the college aware of the number of single parent/homemakers needing this particular type of outreach, training, support, contact, follow-up and tracking.

5. Will provide a network within the WIP course which will act as an internal support system for the women in the program. WIP course will give an abundance of information on college and community resources and support.

6. Will make working community aware of the potential work force available in this population.

PROJECT: Arizona Women's Education and Employment, Inc., (AWEE)
Yavapai Community College Project

DIRECTOR: Jean Rosenberg

CONTACT: Ginger Johnson/Sandy Stulberg

LOCATION: 107 N. Cortez
Room 208
Prescott, AZ 86301

851 S. Main
Cottonwood, AZ 86236

TELEPHONE: (602) 778-3010 (602) 634-0415

INTENT: To provide support services, training, and placement to 100 single parents/homemakers in Yavapai County. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. To conduct motivational, preemployment, job readiness programs throughout Yavapai County. To assist 100 single parents/homemakers establish and reach education and employment goals to become economically self-sufficient.

2. Place at least 70 percent of participants in skills/vocational training programs and/or in part-time and full-time jobs that allow self-sufficiency.

3. Provide support services such as child care, transportation, clothing, and referral services.

4. To provide one year of follow-up services for each client to ensure job retention and/or successful training.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

AWEE's preemployment job readiness program assists participants to address career goals, training needs, specific interests and other needs. The participant develops an employment plan that determines the skills necessary to obtain full-time employment and, therefore, gain economic self-sufficiency. For most of AWEE's participants, this means vocational education. AWEE's Cottonwood classroom is on the Yavapai Community College which introduces the participant to the educational atmosphere.

IMPACT:

AWEE enrolled 116 participants in its community college program for FY1990-1991. Of these 74 percent went into skills training and/or found employment. Of the participants in this program 86 percent were economically disadvantaged at enrollment.

PROJECT: Institutionalizing Equity Through Vocational Teachers

DIRECTOR: Dr. Les Snyder

LOCATION: ASU - Vocational Education **TELEPHONE:** (602) 965-2952
Tempe, AZ 85287-3111

INTENT: Expand skills of vocational teachers through an equity internship curriculum development. October 1, 1991 - September 30, 1992

OBJECTIVES:

1. Train at least 10 vocational teachers statewide to be equity change agents within their school.
2. Assist the state equity administrator in developing a nontraditional generic curriculum component.
3. Assist the state equity office in conducting a series of statewide conferences.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Every vocational program will have a curriculum component that promotes nontraditional options and helps males and females work more effectively together.

IMPACT:

Each school will have an intern who will serve as a resource person and will institutionalize equity within their school setting. This will expand the opportunities for students.

PROJECT: "Si se Puede" (Yes, You Can!) Hispanic Vocational Education Partnership Project

CONTACT: Elizabeth C. Archuleta

LOCATION: Student Services Special Grants
Northern Arizona University
Box 15111
Flagstaff, Arizona 86011

TELEPHONE: (602) 523-9191

INTENT: To investigate the impact culture has on the participation of Hispanic women and girls in vocational education. August 1, 1991 - July 31, 1992

OBJECTIVES:

1. To provide a leadership conference for a minimum of 75 young Hispanic women (grades 8-12), to motivate and challenge these students to reach their full personal, educational, and career potential.

2. To work with community leaders, schools, parents and agencies in the implementation of comprehensive programs (to include career exploration, role models, and job shadowing to students) to diminish and/or eliminate cultural barriers to vocational education experienced by Hispanic young women.

3. To promote multicultural understanding so that people of all cultures can create positive working relationships and productively, efficiently and harmoniously work to create positive working relationships.

4. To provide 50 female junior/senior high school students small group sessions designed to provide resources and support to plan and succeed in their careers.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project is designed to promote the value of diversity as a means of increasing the number of Hispanic females who participate in vocational education and nontraditional career. Examined will be the inhibiting factors and the cultural barriers faced by Hispanic women when considering vocational education. The comprehensive program will provide mentors, knowledge of vocational education, hands-on laboratory experiences, career and personal development.

IMPACT:

Monies expended for this project will provide young Hispanic women knowledge and resources to expand economic and personal potential by confronting sex bias, role and ethnic stereotyping. In FY1991-1992 over 100 Hispanic young women will impact through the services of this project representing nontraditional occupations.

PROJECT: Native American Career Exploration Project

CONTACT: Beth Packard

LOCATION: Student Services Special Grants
Northern Arizona University
Box 15111
Flagstaff, AZ 86011-1511

TELEPHONE: (602) 523-2210

INTENT: The purpose of the project is to actively recruit Native American females, a population at risk, into vocational programs. The aim is to increase career options by impacting typical course selection and career education behaviors of the target population. August 1, 1991 - July 31, 1992

OBJECTIVES:

1. To provide female Native American students associated with the Flagstaff Kinlani Dorm with career assessments, vocational laboratories, and job shadowing/mentoring.

2. To provide Northern Arizona Native American young women with the opportunity to attend a leadership conference for minority girls, the purpose of which is to motivate and challenge these students to reach their full personal, educational, and career potential.

3. To provide five in-school technical institutes for Native American eighth grade girls associated with the Tuba and Flagstaff Public Schools as a means of promoting and encouraging nontraditional careers, especially technical careers.

4. To increase self-confidence of the young female participants as a means of increasing risk-taking behaviors needed to withstand social stigmas that have in the past prevented girls from enrolling and succeeding in traditionally male dominated classes.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project provides strategies to improve cultural diversity within vocational education. Through the use of models and mentors, and hands on laboratories, societal and self-imposed limitations that have historically restricted participation of Native American young women in nontraditional vocational courses of study are addressed and modified.

IMPACT:

Monies expended for this project will provide young women knowledge and resources to expand economic and personal potential by confronting sex bias, role, and ethnic stereotyping. In FY1991-1992 approximately 300 Native American young women will be provided vocational laboratories and role models representing nontraditional occupations. Additionally students will enhance personal development skills, such as, self-esteem, cultural understanding, and decision making.

PROJECT: New Frontiers/Pima County Schools

DIRECTOR: Heather Alberts

CONTACT:

Tim Wernette
Center for Educational Development
620 North Seventh Avenue
Tucson, AZ 85705
(602) 791-3952

Beverly Burns
Metro Tech Vocational Center
1900 West Thomas Road
Phoenix, AZ 85015
(602) 271-2609

Carole Ferlazzo
Center for Excellence in Education
Northern Arizona University
Box 5774
Flagstaff, AZ 86011
(602) 523-2611/523-6910

LOCATION: Center for Educational Development
620 North Seventh Avenue
Tucson, AZ 85705

TELEPHONE: (602) 791-3952

INTENT: Statewide technical assistance to LEAs on Vocational Equity. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. To provide technical assistance to 25 LEAs with methods and materials for recruiting and retaining students in nontraditional vocational programs, to include marketing techniques for recruitment, working effectively with parents to encourage nontraditional enrollment, along with administrative, counseling, and teaching strategies to retain student enrollment in nontraditional education.

2. To provide identified LEAs the technical assistance necessary to achieve their identified equity goals and comply with the equity requirements of the FY1992 State Funding Model.

3. To design, implement, and document seven equity program strategies targeting a variety of populations.

4. To serve as a statewide equity media clearinghouse, providing materials, and resources to LEA's.

5. To assist state equity office implement Breaking Tradition Award, Internship Program and statewide equity conferences.

6. To provide technical assistance to consumer and homemaking teachers in strategies to reduce sex bias and sex role stereotyping.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

New Frontiers is dedicated to working with vocational education teachers, high school counselors, and administrators to encourage students to prepare for their futures as workers. Students are encouraged to explore nontraditional education courses and be adequately prepared in math competencies to be able to access the growing number of career opportunities requiring a basic level of math skills. Statewide in-service training, media and material distribution, conferences for students with nontraditional role models, and technical assistance to educators throughout the state all provide the support services necessary to realize educational equity in Arizona.

IMPACT:

1990-1991 NEW FRONTIERS IMPACT DATA
June 30, 1991

Vocational Equity Summary Data

Program Name New Frontiers

	Mid-Year	Final	
1.	4,264	9,882	Number of students served
2.	165	350	Number of student presentations
3.	86	292	Number of counselor served
4.	5	11	Number of counselor presentations
5.	614	1,440	Number of teachers served
6.	23	56	Number of teacher presentations
7.	135	805	Number of community representatives participating in program
8.	10	30	Number of community presentations
9.	383	797	Number of parents served
10.	12	31	Number of parent presentations

PROJECT: Improving Cultural Diversity Within Vocational Education

CONTACT: Joye Sterrett

LOCATION: Trevor G. Browne High School
7402 W. Catalina Dr.
Phoenix, AZ 85033

TELEPHONE: 271-2186

INTENT: To actively recruit minority female students into the vocational education classes in order to help them gain skills in high technology and prepare for careers in nontraditional and high demand fields. September 1, 1991 - June 30, 1992

OBJECTIVES:

1. To recruit 20 female at risk minority students to enroll in vocational education courses at our high school.

2. To identify high technology, nontraditional, and high demand fields for these students to prepare for through taking high school vocational education courses.

3. To collect data to show outcomes in enrollment, attendance, staying with the program, results of activities and tests, records of speakers and mentoring activities.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Female enrollment is very low in the technology areas of vocational education. Female, minority women will be encouraged to enroll in these classes as well as other vocational courses that lead to nontraditional careers. Also students will gain support from teachers and other students to continue taking courses in these areas.

IMPACT:

Minority women will be recruited into courses that will prepare them for careers in nontraditional and high demand field. They will be given information on how to be successful in high technology jobs as well as develop study skills, and participate in activities designed to increase self-esteem.

PROJECT: Cultural Diversity/Proyecto Adelante

DIRECTOR: Ms. Linda Augenstein

CONTACT: Lynn M. Helfrich and Arnoldo Palacios

LOCATION: Pueblo High School
3500 S. 12th Ave.
Tucson, AZ 85713

TELEPHONE: (602) 628-2300 Exten. 3254

INTENT: To improve vocational equity for minority, female, at risk, Hispanic, special education students. The goal is to unbind minority expectations by enhancing self-esteem, improving preemployment skills, and increasing academic participation. July 1, 1991 - June 30, 1992

OBJECTIVES:

1. To provide at least 65 at risk, female, bilingual special education students exposure to nontraditional occupations and nontraditional career role models.

2. To provide career seminar workshops given by culturally diverse guest speakers and to promote emerging vocational education fields through field trips to community labor enterprises.

3. To work with community agencies to provide additional resources to students and families in the areas of employment referral, housing assistance, and adult education.

4. To facilitate the participation of at least 10 students in a summer multicultural ARTS workshop in order to bridge cultural differences.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project has been designed to help female, at risk, Hispanic, special education students improve their employability skills. Provided will be multicultural guest speaker workshops, field trips related to vocational opportunities, linkage with community support services for parents and students, computer literacy education, and classroom instructional activities which focus on life management skills.

IMPACT:

A minimum of 65 minority female, at risk, Hispanic, special education students will receive preemployment skills training including vocational assessment and career conferencing. Guest speakers from diverse cultural backgrounds will give workshops which emphasize nontraditional occupations and skills needed for emerging fields. Additionally, the 65 students and their families will receive referral assistance in the areas of employment, housing, and will participate in computer literacy and math family workshops.

SECTION V

SPECIAL PROJECTS

1991

BREAKING TRADITION WINNERS

Chris Kington
Santa Rita High School
Welding

Scott Bradley Horton
Cactus High School
Child Oriented Occupational Program

EQUITY INTERNS 1991

Susan Johnson-Fowler
Deer Valley-Vo Tech Center
Marketing Education

Dora R. Veach
North High School
Counseling

Linda Long
Winslow High School
Business Education

Chuck Waldo
Blue Ridge High School
Industrial Technology

Clayton L. Brook
Mesa Vo-Tech
Trade and Industrial

Trish Zaput
Metro Tech VIP
Agricultural Education

John J. LaRosk
Gilbert High School
Industrial Technology
Trade and Industrial

Irene Davis Sheppard
Desert View High School
Industrial Technology

Dan V. Bridges
Agua Fria High School
Trade and Industrial

Virginia Roundy
Colorado City High School
Business Education

Ann Wick
Mesa Vo-Tech Center
Occupational Home Economics

EQUITY INTERNS 1992

Ms. Judy Bowers
Sabino High School
Counseling

Mr. Jack Fairman
Kofa High School
Counseling

Ms. Kathleen W. Houser
Shadow Mountain High School
Special Needs

Mr. Kenneth R. Preder
Valley High School (Sanders)
Trade and Industry

Mr. MacArthur L. Stant
Holbrook Jr. High School
Business Education

Mr. Frank Holck
Gilbert High School
Business Education

Ms. Sue Cox
Baboquvari Jr. High School
Occupational Home Economics

Ms. Shirley Hall
Amphitheater High School
Occupational Home Economics
Consumer and Homemaking

Ms. Kathleen B. Johnson
Show Low High School
Consumer and Homemaking

Ms. Kay Shores
Blue Ridge High School
Occupational Home Economics
Consumer and Homemaking

Ms. Kay Ellen Wilson
Casa Grande Union High School
Business Education

SECTION VI - EVALUATION REPORT

ARIZONA'S SINGLE PARENTS AND HOMEMAKERS

Evaluation Report Overview

When Arizona began receiving funding under the Carl D. Perkins Act of 1981, the vocational equity office required that each single parent and homemaker program collect collect basic information on each participant. This information was hand collected and then a consultant was hired to compile and analyze the data and results. One of the main outcomes of this research was the finding that the data collection and reporting methods were inconsistent and incomplete. To improve this situation, the equity office adapted a single paren and homemaker computerized database system developed for the Oregon SPH programs and made this a funding requirement starting in FY1990.

This report is the first effort by the equity office to present a statewide perspective of single parent and homemakers served under vocational funding. Two years, 1990-1991 are included in this analysis. Most of the tables and figures profile characteristics of the participants. By studying this report, one can compare programs and needs in rural and urban areas and make decisions regarding planning. Additionally, one can see if changes have occurred over the two year period.

The final segment of this report focuses on client outcomes. One of the difficulties in the follow up process is maintaining contact with the client whose lives continue to be in transition. Efforts are being made to improve this process so we can continue to document these programs are making a visible difference for single parents and homemakers in Arizona.

Figure 1
NEEDS EXPRESSED BY CLIENTS
State of Arizona for 1990

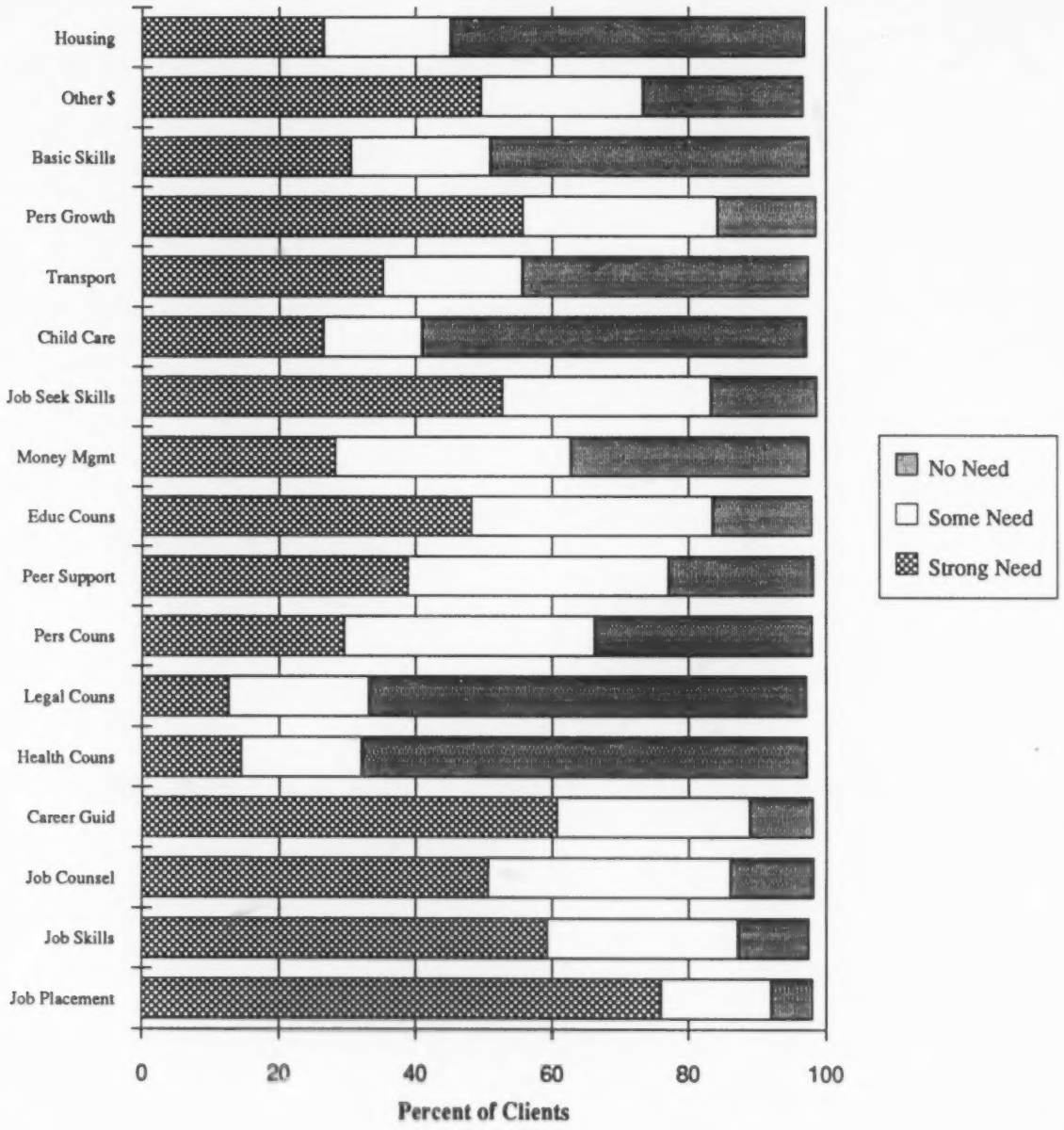


Figure 1
NEEDS EXPRESSED BY CLIENTS
State of Arizona for 1991

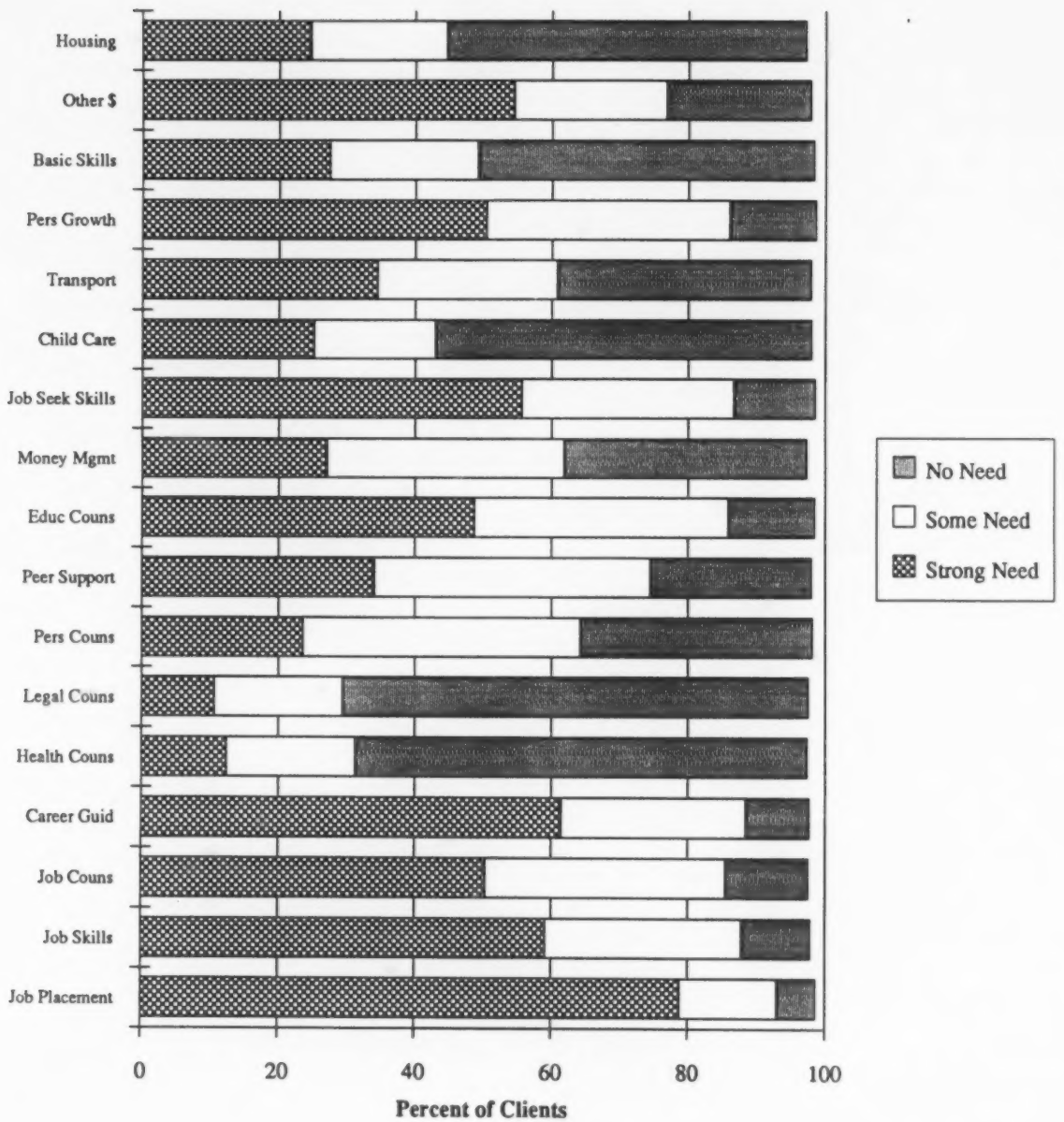
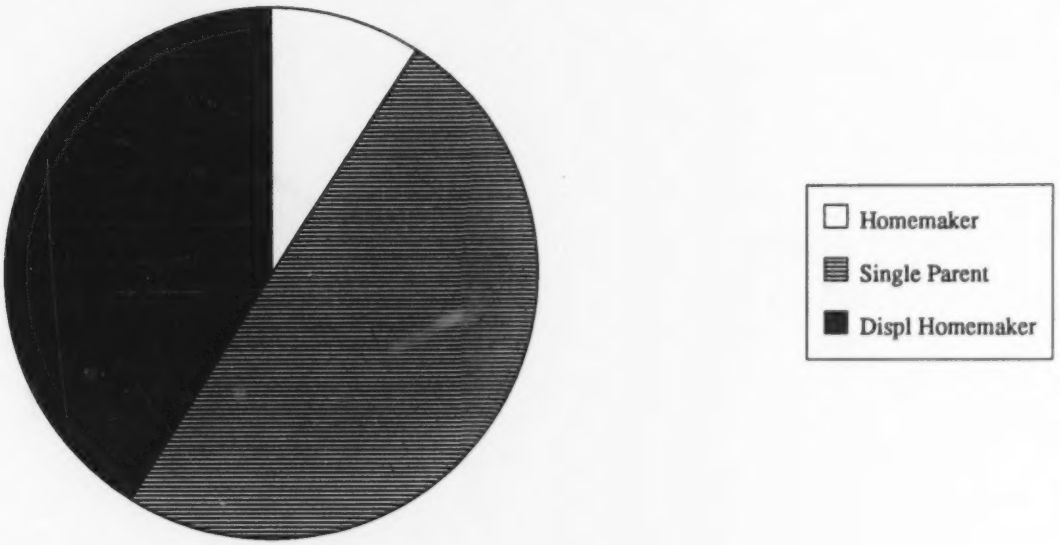


Figure 2
CLIENT CATEGORY
State of Arizona for 1990



State of Arizona for 1991

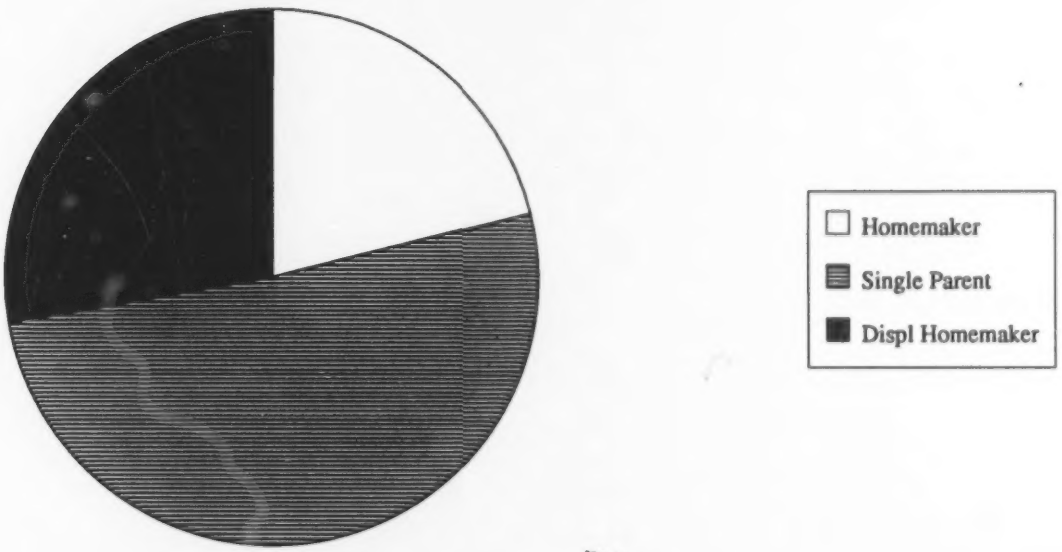


Table 1

CLIENT CATEGORY BY PROGRAM

State of Arizona for 1990
(Numbers)

Program	Homemaker	Single Parent	Displaced Homemaker
Arizona Western College	2	45	3
AWEE Maricopa	50	155	114
Center for New Directions	2	48	103
Cochise Community College	0	105	9
Mohave Community College	21	64	47
Pima Community College	3	91	42
Pima County Supt (AVTP)	22	47	81
University of Arizona (PHASE)	12	43	95
Statewide	112	598	494

Table 1

CLIENT CATEGORY BY PROGRAM

State of Arizona for 1991
(Numbers)

Program	Homemaker	Single Parent	Displaced Homemaker
Arizona Western College	1	64	9
AWEE Maricopa	68	172	81
AWEE Prescott	179	118	0
Center for New Directions	2	37	93
Central Arizona Community College	3	30	3
Cochise Community College	0	71	6
Eastern Arizona Community College	5	37	5
Mohave Community College	9	71	38
Pima Community College	18	90	43
Pima County Supt (AVTP)	21	34	69
University of Arizona (PHASE)	11	47	96
Via De Amisted	21	49	0
Statewide	338	820	443

Table 2

ETHNIC GROUPS SERVED BY PROGRAM

State of Arizona for 1990
(Percentages)

Program	Asian	Black	Hispanic	Indian	White
Arizona Western College	0.00%	2.00%	92.00%	2.00%	4.00%
AWEE Maricopa	0.83	11.91	18.28	8.59	60.39
Center for New Directions	0.00	2.61	5.88	0.65	90.85
Cochise Community College	1.75	7.02	43.86	0.88	46.49
Mohave Community College	2.27	0.00	4.55	3.79	89.39
Pima Community College	0.74	5.15	40.44	2.21	51.47
Pima County Supt (AVTP)	1.33	1.33	24.00	4.00	69.33
University of Arizona (PHASE)	2.67	2.00	20.00	2.00	73.33
Statewide	1.20%	5.46%	23.92%	4.09%	65.33%

Table 2

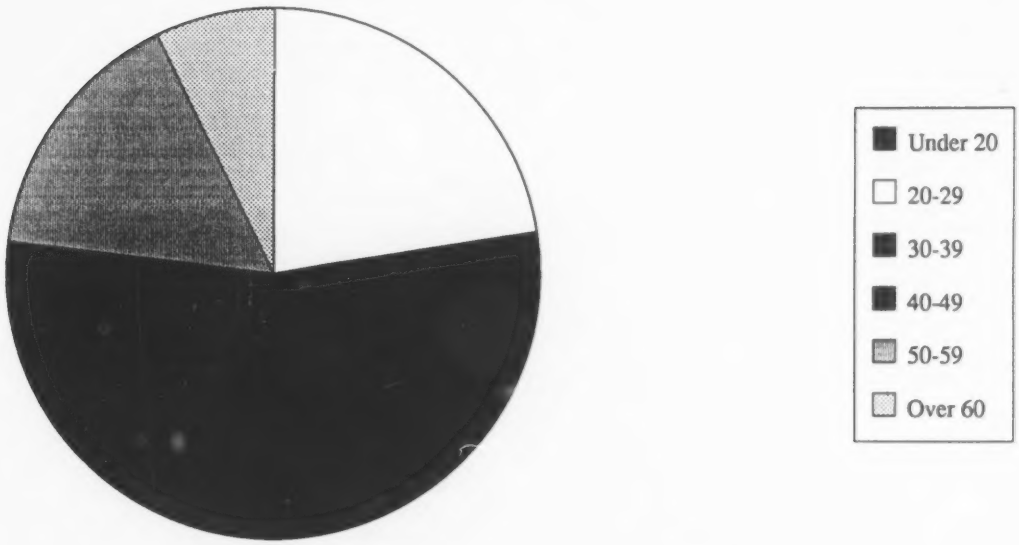
ETHNIC GROUPS SERVED BY PROGRAM

State of Arizona for 1991

(Percentages)

Program	Asian	Black	Hispanic	Indian	White
Arizona Western College	0.00%	4.05%	75.68%	1.35%	18.92%
AWEE Maricopa	0.62	11.49	20.81	5.90	61.18
AWEE Prescott	0.00	0.68	5.41	5.41	88.51
Center for New Directions	1.52	0.00	10.61	3.03	84.85
Central Arizona Community College	0.00	5.56	19.44	11.11	63.89
Cochise Community College	0.00	6.49	54.55	2.60	36.36
Eastern Arizona Community College	0.00	2.13	34.04	0.00	63.83
Mohave Community College	0.85	0.00	9.32	2.54	87.29
Pima Community College	1.99	7.95	39.74	4.64	45.70
Pima County Supt (AVTP)	1.60	5.60	22.40	4.00	66.40
University of Arizona (PHASE)	0.00	3.90	26.62	3.90	65.58
Via De Amisted	0.00	7.14	80.00	4.29	8.57
Statewide	0.62%	4.99%	25.84%	4.37%	64.17%

Figure 3
AGE OF PARTICIPANTS
State of Arizona for 1990



State of Arizona for 1991

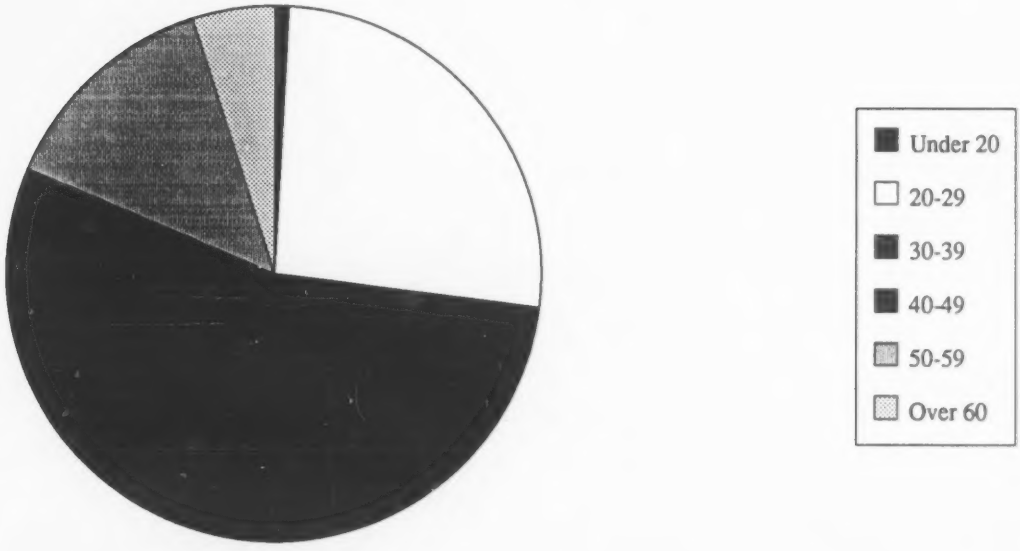


Table 3

CLIENT AGE BY PROGRAM

State of Arizona for 1990

(Numbers)

Program	Under 20	20-29	30-39	40-49	50-59	Over 60	Median
Arizona Western College	1	13	30	5	0	1	30
AWEE Maricopa	0	124	111	71	42	14	35
Center for New Directions	0	1	23	61	52	16	49
Cochise Community College	0	50	47	15	2	0	31
Mohave Community College	0	45	49	21	13	4	34
Pima Community College	0	26	51	40	18	4	38
Pima County Supt (AVTP)	0	16	36	42	36	20	46
University of Arizona (PHASE)	0	7	33	46	36	28	47
Statewide	1	282	380	301	199	87	39

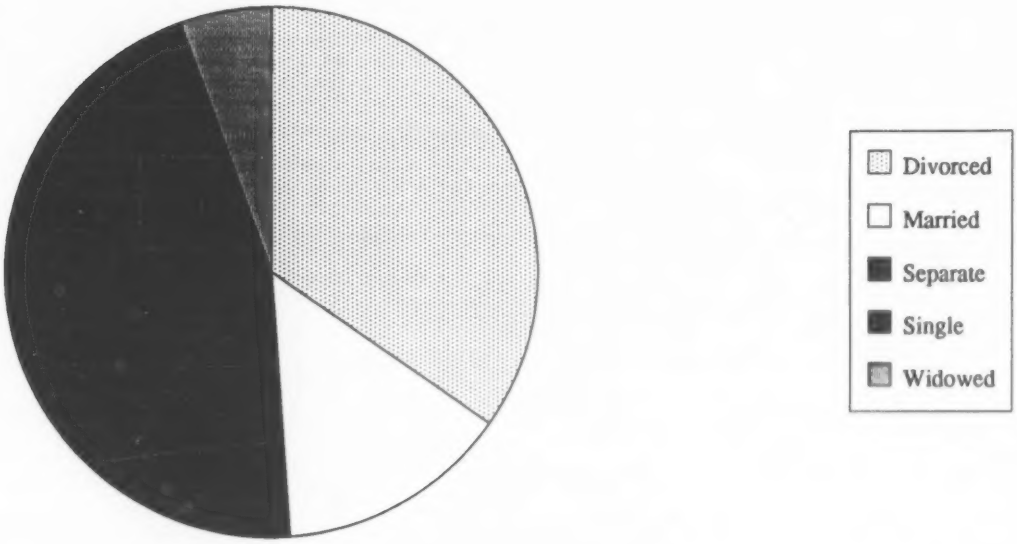
Table 3

CLIENT AGE BY PROGRAM

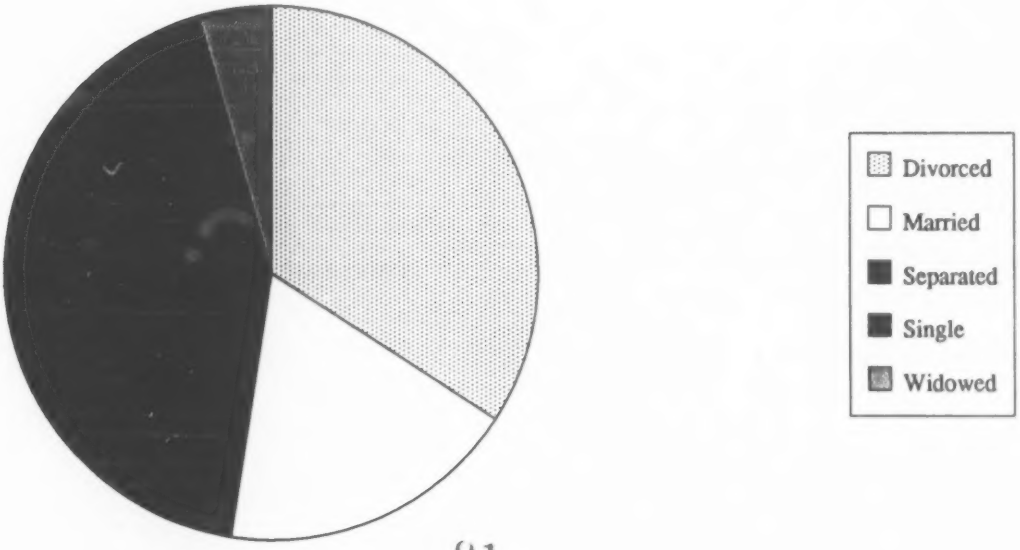
State of Arizona for 1991
(Numbers)

Program	Under 20	20-29	30-39	40-49	50-59	Over 60	Median
Arizona Western College	1	21	35	16	0	1	33
AWEE Maricopa	7	100	101	65	39	14	35
AWEE Prescott	4	66	81	79	51	16	39
Center for New Directions	0	0	25	61	42	4	46
Central Arizona Community College	0	16	11	7	2	0	30
Cochise Community College	0	35	30	9	2	1	31
Eastern Arizona Community College	4	17	15	8	2	1	31
Mohave Community College	0	34	55	18	10	1	34
Pima Community College	1	49	60	27	12	3	34
Pima County Supt (AVTP)	0	15	30	40	27	13	43
University of Arizona (PHASE)	0	11	37	52	32	22	45
Via De Amisted	0	54	12	3	1	0	26
Statewide	17	418	492	385	220	76	37

Figure 4
MARITAL STATUS
State of Arizona for 1990



State of Arizona for 1991



91

Table 4

MARITAL STATUS BY PROGRAM

State of Arizona for 1990
(Percentages)

Program	Divorced	Married	Separated	Single	Widowed
Arizona Western College	26.53%	4.08%	24.49%	42.86%	2.04%
AWEE Maricopa	22.65	22.10	16.85	35.08	3.31
Center for New Directions	33.99	4.58	50.33	0.00	11.11
Cochise Community College	38.60	0.00	29.82	31.58	0.00
Mohave Community College	37.12	19.70	24.24	15.15	3.79
Pima Community College	39.71	12.50	23.53	19.85	4.41
Pima County Supt (AVTP)	48.67	20.00	14.67	9.33	7.33
University of Arizona (PHASE)	44.00	10.67	31.33	2.67	11.33
Statewide	34.75%	14.29%	25.44%	19.98%	5.54%

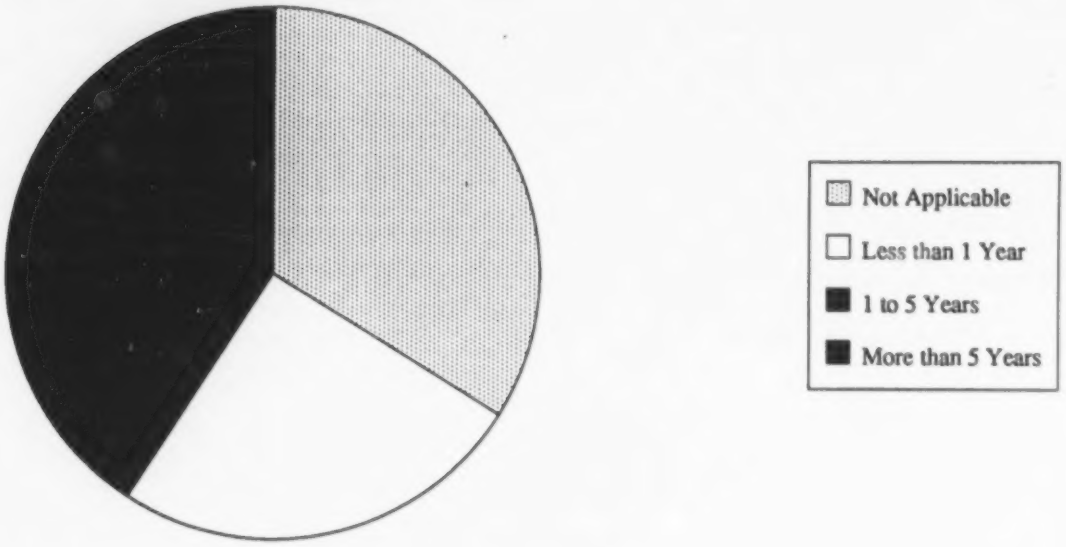
Table 4

MARITAL STATUS BY PROGRAM

State of Arizona for 1991
(Percentages)

Program	Divorced	Married	Separated	Single	Widowed
Arizona Western College	39.19%	2.70%	28.38%	25.68%	4.05%
AWEE Maricopa	25.85	28.00	16.62	25.85	3.69
AWEE Prescott	31.99	32.66	18.18	13.80	3.37
Center for New Directions	30.30	1.52	56.06	0.00	12.12
Central Arizona Community College	44.44	13.89	11.11	30.56	0.00
Cochise Community College	37.66	1.30	25.97	35.06	0.00
Eastern Arizona Community College	36.17	10.64	12.77	31.91	8.51
Mohave Community College	34.75	11.02	30.51	17.80	5.93
Pima Community College	39.07	17.22	21.85	20.53	1.32
Pima County Supt (AVTP)	53.60	20.80	14.40	5.60	5.60
University of Arizona (PHASE)	43.51	11.69	31.82	6.49	6.49
Via De Amisted	7.14	14.29	11.43	67.14	0.00
Statewide	34.18%	18.43%	23.47%	19.49%	4.42%

Figure 5
LENGTH OF SEPARATION
State of Arizona for 1990



State of Arizona for 1991

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Table 5

HOUSEHOLD CHARACTERISTICS

State of Arizona for 1990

(Percentages)

Program	Primary Support % Yes	Spouse Disabled % Yes
Arizona Western College	91.67%	2.00%
AWEE Maricopa	60.45	5.52
Center for New Directions	79.61	7.84
Cochise Community College	99.12	1.75
Mohave Community College	77.10	4.55
Pima Community College	79.85	2.16
Pima County Supt (AVTP)	80.00	2.67
University of Arizona (PHASE)	88.67	4.67
Statewide	77.29%	4.40%

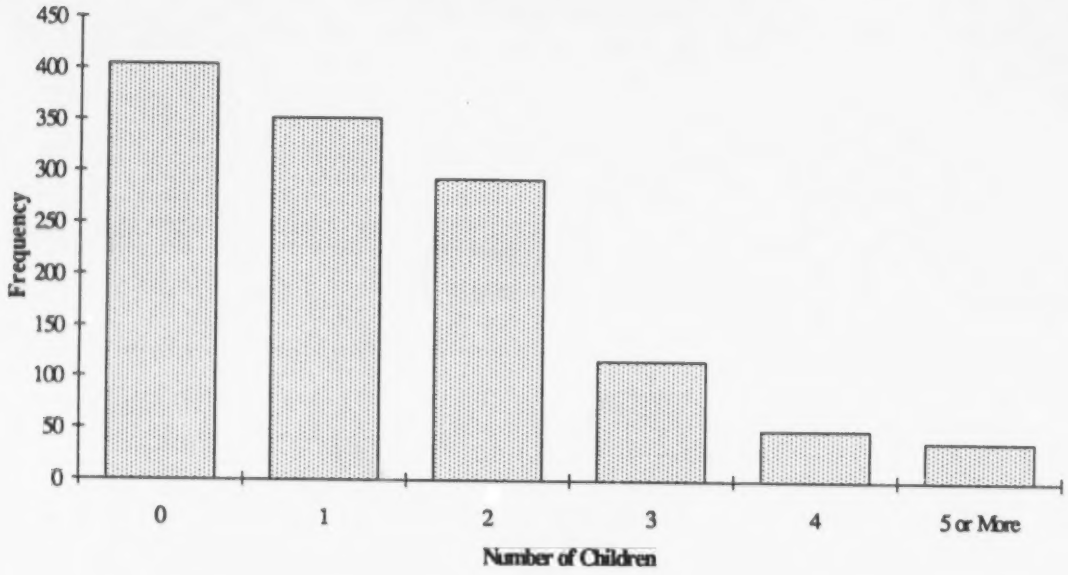
Table 5

HOUSEHOLD CHARACTERISTICS

State of Arizona for 1991
(Percentages)

Program	Primary Support %Yes	Spouse Disabled % Yes
Arizona Western College	87.84%	1.35%
AWEE Maricopa	59.20	7.06
AWEE Prescott	61.28	3.70
Center for New Directions	84.09	3.79
Central Arizona Community College	72.22	8.33
Cochise Community College	93.51	2.60
Eastern Arizona Community College	76.60	0.00
Mohave Community College	82.20	5.93
Pima Community College	72.37	1.32
Pima County Supt (AVTP)	77.60	1.60
University of Arizona (PHASE)	83.12	4.55
Via De Amisted	78.57	0.00
Statewide	72.89%	3.92%

Figure 6
NUMBER OF CHILDREN AT HOME
State of Arizona for 1990



State of Arizona for 1991

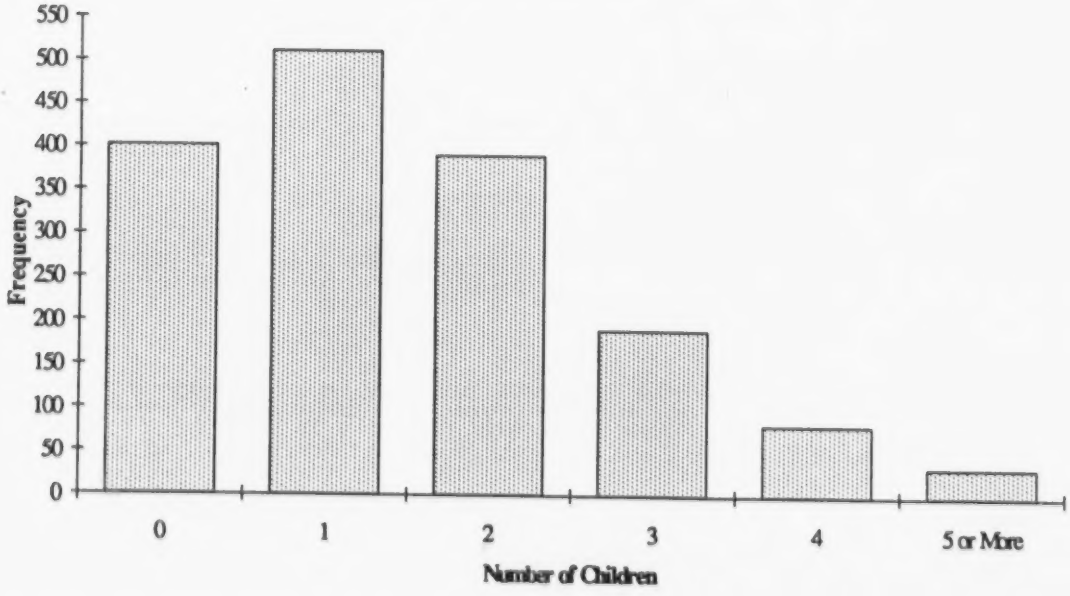
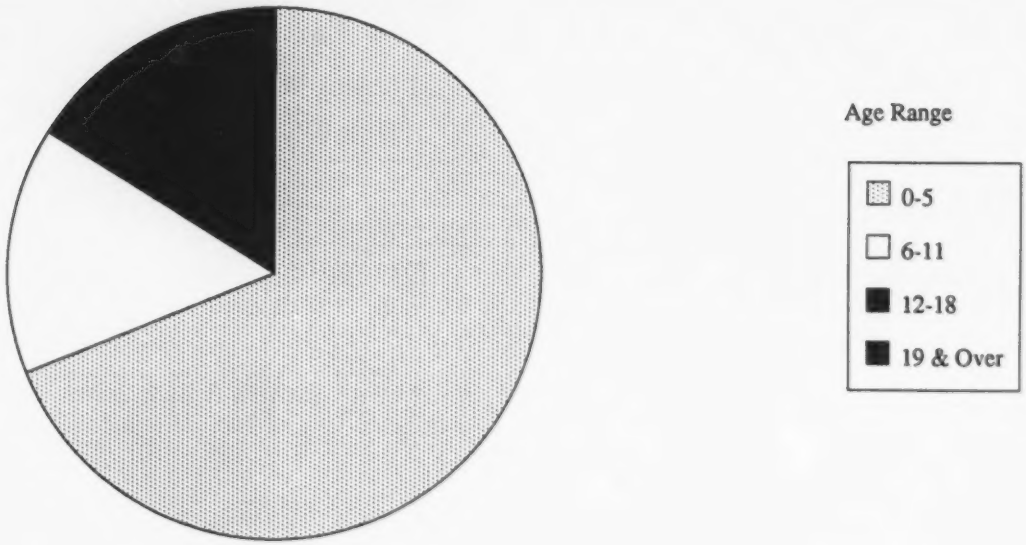


Figure 7
AGE OF YOUNGEST CHILD
State of Arizona for 1990



State of Arizona for 1991

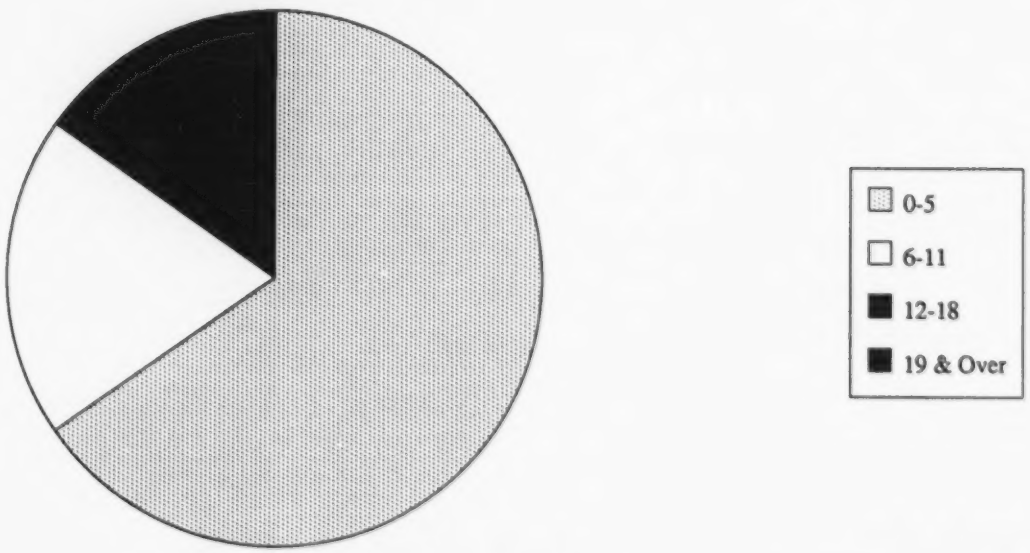


Table 6

CHILD CARE NEEDS

State of Arizona for 1990

Program	Median Age of Youngest Child	Child Care		
		% Strong Need	%Some Need	% No Need
Arizona Western College	3	56.52%	30.43%	13.04%
AWEE Maricopa	1	30.29	12.00	57.71
Center for New Directions	4	13.04	6.52	80.43
Cochise Community College	3	43.86	23.68	32.46
Mohave Community College	2	31.06	25.00	43.94
Pima Community College	3	32.35	19.12	48.53
Pima County Supt (AVTP)	0	12.00	10.00	78.00
University of Arizona (PHASE)	2	19.33	9.33	71.33
Statewide	2	27.30%	14.80%	57.89%

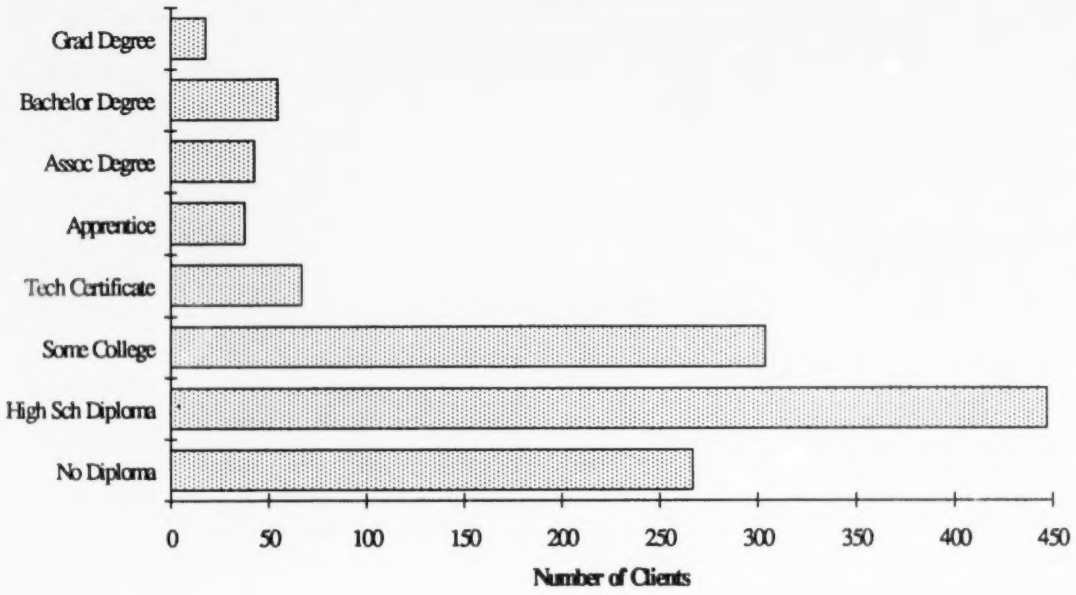
Table 6

CHILD CARE NEEDS

State of Arizona for 1991

Program	Median Age Of Youngest Child	Child Care % Strong Need	% Some Need	% No Need
Arizona Western College	3	34.29%	37.14%	28.57%
AWEE Maricopa	2	28.57	17.28	54.15
AWEE Prescott	1	17.17	15.82	67.00
Center for New Directions	6	17.42	7.58	75.00
Central Arizona Community College	2	50.00	27.78	22.22
Cochise Community College	4	61.04	14.29	24.68
Eastern Arizona Community College	3	31.91	6.38	61.70
Mohave Community College	4	28.81	22.88	48.31
Pima Community College	4	33.11	25.83	41.06
Pima County Supt (AVTP)	1	12.00	9.60	78.40
University of Arizona (PHASE)	1	18.18	14.94	66.88
Via De Amisted	2	19.12	39.71	41.18
Statewide	2	25.63%	18.21%	56.15%

Figure 8A
HIGHEST EDUCATION LEVEL
State of Arizona for 1990



State of Arizona for 1991

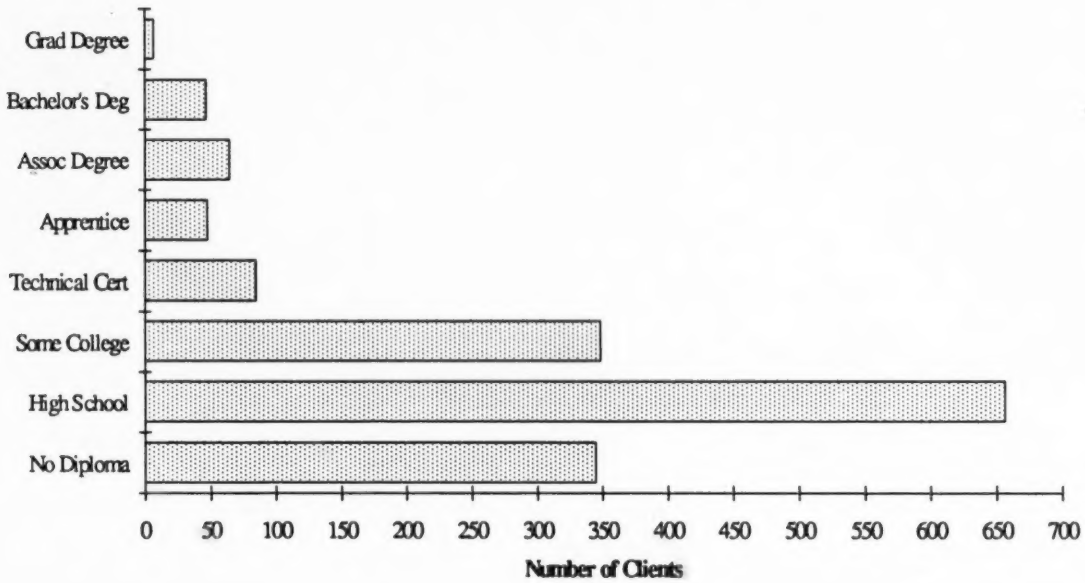
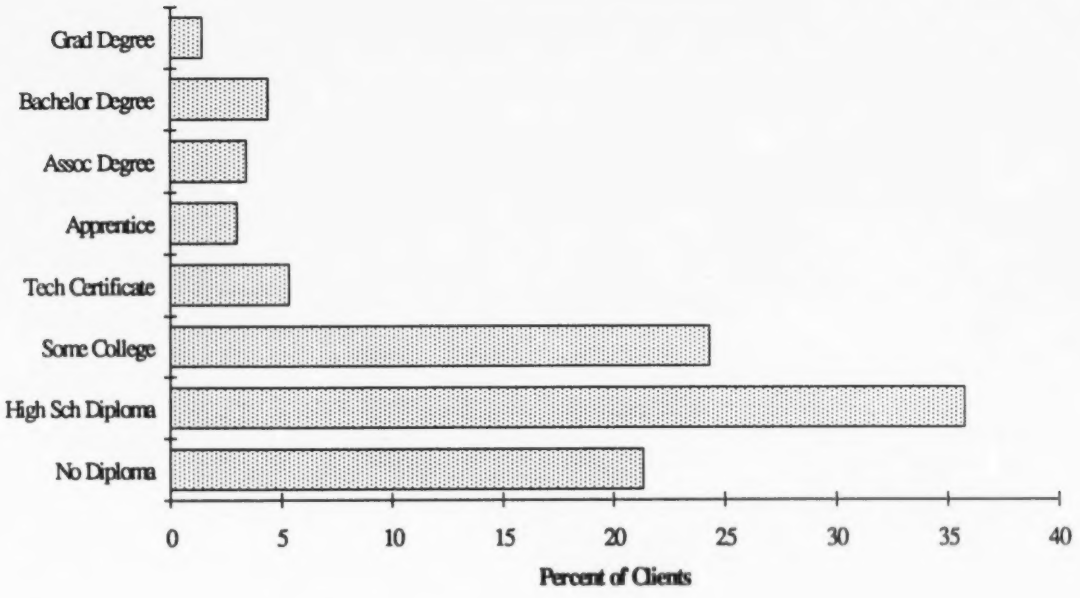


Figure 8B
HIGHEST EDUCATION LEVEL
State of Arizona for 1990



State of Arizona for 1991

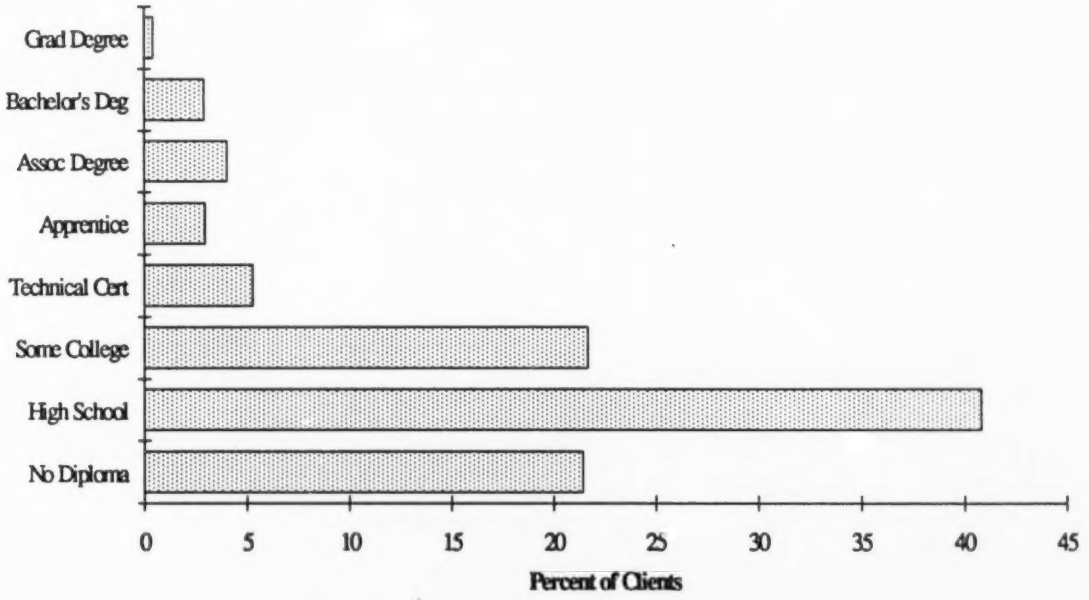


Table 7A

HIGHEST LEVEL OF EDUCATION BY PROGRAM

State of Arizona for 1990

(Numbers)

Program	No Diploma	High School	Some College	Tech Cert	Apprntcshp	Assoc Degree	Bachelor's Degree	Graduate Degree
Arizona Western College	34	9	3	1	0	0	0	0
AWEE Maricopa	117	119	63	19	9	7	15	9
Center for New Directions	12	58	35	9	9	16	12	2
Cochise Community College	32	54	21	4	0	2	0	0
Mohave Community College	41	47	36	6	0	2	0	0
Pima Community College	17	66	38	12	1	1	1	0
Pima County Supt (AVTP)	1	55	58	5	11	7	12	1
University of Arizona (PHASE)	13	39	50	11	8	8	15	6
Statewide	267	447	304	67	38	43	55	18

Table 7A

HIGHEST LEVEL OF EDUCATION BY PROGRAM

State of Arizona for 1991
(Numbers)

Program	No Diploma	High School	Some College	Tech Cert	Apprntcshp	Assoc Degree	Bachelor's Degree	Graduate Degree
Arizona Western College	29	29	12	3	0	0	0	0
AWEE Maricopa	95	144	37	10	10	14	11	2
AWEE Prescott	67	92	75	18	18	11	14	2
Center for New Directions	9	52	48	9	1	6	7	0
Central Arizona Community College	4	16	10	2	2	2	0	0
Cochise Community College	18	36	16	4	1	2	0	0
Eastern Arizona Community College	12	29	5	1	0	0	0	0
Mohave Community College	30	49	30	4	1	2	2	0
Pima Community College	24	67	37	13	2	6	2	0
Pima County Supt (AVTP)	0	39	43	15	5	9	11	3
University of Arizona (PHASE)	19	74	35	6	7	13	0	0
Via De Amisted	38	30	1	0	1	0	0	0
Statewide	345	657	349	85	48	65	47	7

Table 7B

HIGHEST LEVEL OF EDUCATION BY PROGRAM

State of Arizona for 1990

(Percentages)

Program	No Diploma	High School	Some College	Tech Cert	Apprntcshp	Assoc Degree	Bachelor's Degree	Graduate Degree
Arizona Western College	72.34%	19.15%	6.38%	2.13%	0.00%	0.00%	0.00%	0.00%
AWEE Maricopa	32.68	33.24	17.60	5.31	2.51	1.96	4.19	2.51
Center for New Directions	7.84	37.91	22.88	5.88	5.88	10.46	7.84	1.31
Cochise Community College	28.32	47.79	18.58	3.54	0.00	1.77	0.00	0.00
Mohave Community College	31.06	35.61	27.27	4.55	0.00	1.52	0.00	0.00
Pima Community College	12.50	48.53	27.94	8.82	0.74	0.74	0.74	0.00
Pima County Supt (AVTP)	0.67	36.67	38.67	3.33	7.33	4.67	8.00	0.67
University of Arizona (PHASE)	8.67	26.00	33.33	7.33	5.33	5.33	10.00	4.00
Statewide	21.55%	36.08%	24.54%	5.41%	3.07%	3.47%	4.44%	1.45%

Table 7B

HIGHEST LEVEL OF EDUCATION BY PROGRAM

State of Arizona for 1991
(Percentages)

Program	No Diploma	High School	Some College	Tech Cert	Apprntcshp	Assoc Degree	Bachelor's Degree	Graduate Degree
Arizona Western College	39.19%	39.19%	16.22%	4.05%	0.00%	0.00%	0.00%	0.00%
AWEE Maricopa	29.14	44.17	11.35	3.07	3.07	4.29	3.37	0.61
AWEE Prescott	22.56	30.98	25.25	6.06	6.06	3.70	4.71	0.67
Center for New Directions	6.82	39.39	36.36	6.82	0.76	4.55	5.30	0.00
Central Arizona Community College	11.11	44.44	27.78	5.56	5.56	5.56	0.00	0.00
Cochise Community College	23.38	46.75	20.78	5.19	1.30	2.60	0.00	0.00
Eastern Arizona Community College	25.53	61.70	10.64	2.13	0.00	0.00	0.00	0.00
Mohave Community College	25.42	41.53	25.42	3.39	0.85	1.69	1.69	0.00
Pima Community College	15.79	44.08	24.34	8.55	1.32	3.95	1.32	0.00
Pima County Supt (AVTP)	0.00	31.20	34.40	12.00	4.00	7.20	8.80	2.40
University of Arizona (PHASE)	12.34	48.05	22.73	3.90	4.55	8.44	0.00	0.00
Via De Amisted	54.29	42.86	1.43	0.00	1.43	0.00	0.00	0.00
Statewide	21.46%	40.86%	21.70%	5.29%	2.99%	4.04%	2.92%	0.44%

Table 8

CURRENT EMPLOYMENT

State of Arizona for 1990
(Percentages)

Program	Currently Employed % Yes
Arizona Western College	35.42%
AWEE Maricopa	10.36
Center for New Directions	19.61
Cochise Community College	31.25
Mohave Community College	32.58
Pima Community College	36.03
Pima County Supt (AVTP)	36.67
University of Arizona (PHASE)	17.33
Statewide	23.59%

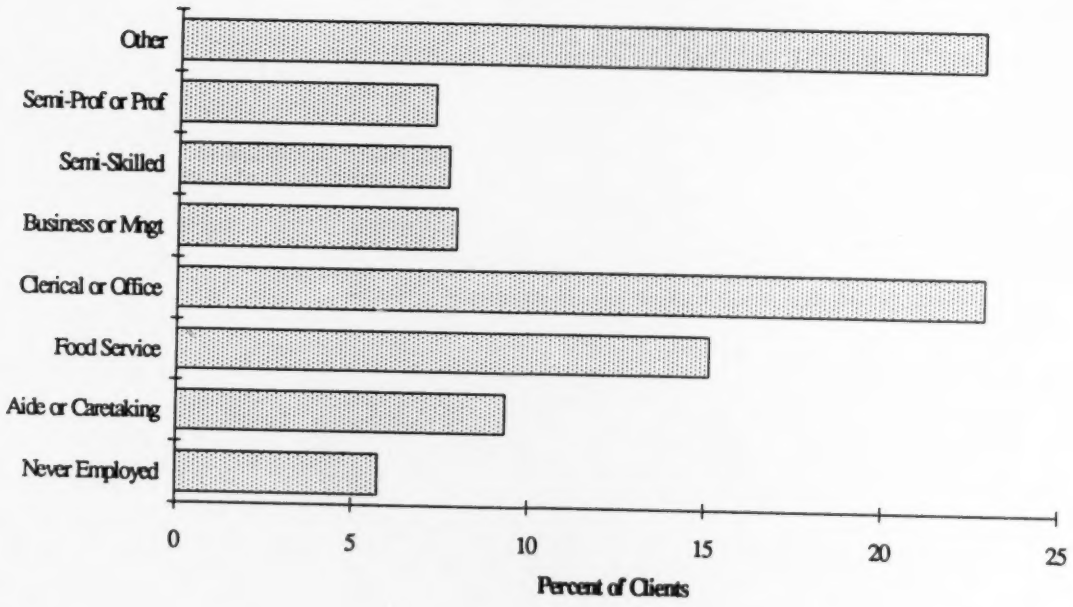
Table 8

CURRENT EMPLOYMENT

State of Arizona for 1991
(Percentages)

Program	Currently Employed % Yes
Arizona Western College	21.62%
AWEE Maricopa	11.04
AWEE Prescott	13.13
Center for New Directions	28.79
Central Arizona Community College	19.44
Cochise Community College	32.47
Eastern Arizona Community College	12.77
Mohave Community College	31.36
Pima Community College	38.16
Pima County Supt (AVTP)	30.40
University of Arizona (PHASE)	13.64
Via De Amisted	1.43
Statewide	20.02%

Figure 9
MOST RECENT JOB CATEGORY
State of Arizona for 1990



State of Arizona for 1991

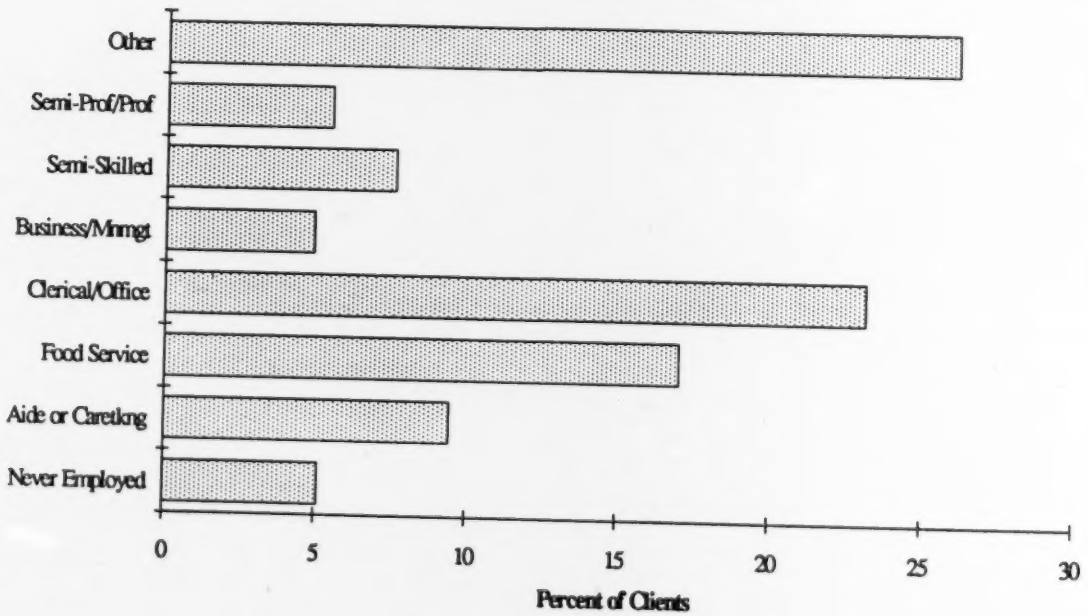


Table 9

MOST RECENT JOB CATEGORY

State of Arizona for 1990

(Percentages)

Program	Never Employed	Aide or Caretaking	Food Service	Clerical or Office	Business or Mngmnt	Semi-Skilled	Semi-Prof or Prof	Other
Arizona Western College	10.87%	8.70%	6.52%	17.39%	2.17%	4.35%	0.00%	50.00%
AWEE Maricopa	8.61	7.78	19.44	17.50	8.06	7.78	6.39	24.44
Center for New Directions	4.00	12.00	8.67	24.67	8.00	12.00	10.67	20.00
Cochise Community College	12.28	5.26	25.44	11.40	6.14	3.51	2.63	33.33
Mohave Community College	3.08	12.31	23.08	13.85	3.85	9.23	3.85	30.77
Pima Community College	6.67	13.33	17.04	22.22	6.67	5.93	3.70	24.44
Pima County Supt (AVTP)	0.00	8.67	3.33	52.00	10.00	5.33	8.67	12.00
University of Arizona (PHASE)	2.00	9.33	10.67	26.00	14.00	10.67	17.33	10.00
Statewide	5.83%	9.47%	15.30%	23.16%	8.02%	7.77%	7.37%	23.08%

Table 9

MOST RECENT JOB CATEGORY

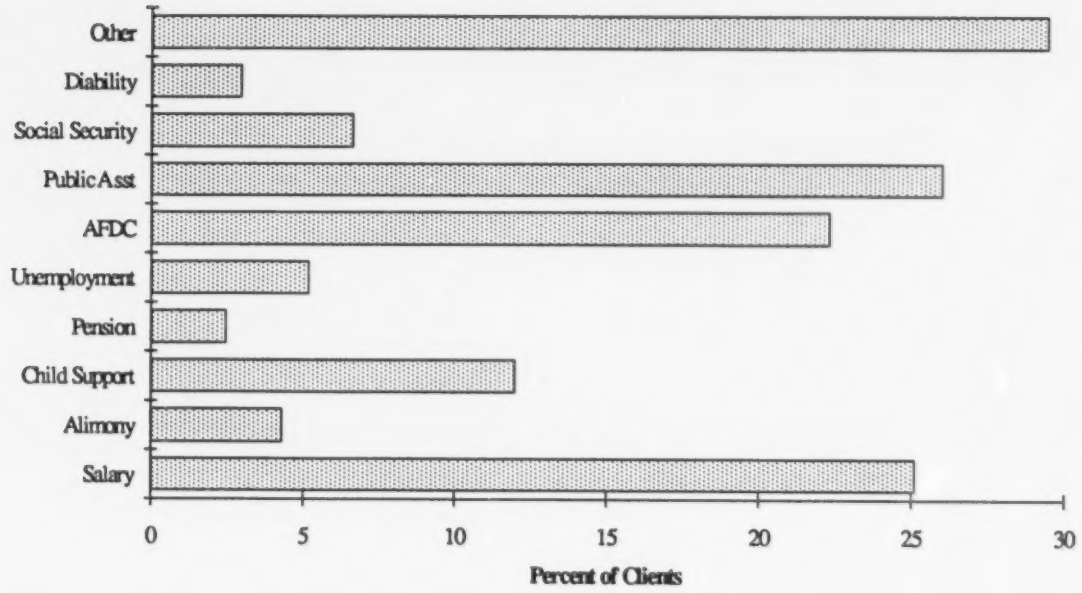
State of Arizona for 1991

(Percentages)

Program	Never Employed	Aide or Caretkng	Food Service	Clerical/ Office	Business/ Mngmnt	Semi-Skill	Semi-Prof/Prof	Other
Arizona Western College	10.81%	5.41%	5.41%	16.22%	0.00%	10.81%	4.05%	44.59%
AWEE Maricopa	6.44	8.59	17.18	22.09	2.76	6.44	4.91	28.22
AWEE Prescott	3.37	10.10	17.85	18.18	7.74	5.39	9.76	27.27
Center for New Directions	0.00	8.33	9.85	28.79	4.55	9.85	6.06	31.82
Central Arizona Community College	13.89	13.89	16.67	30.56	2.78	2.78	0.00	19.44
Cochise Community College	15.58	15.58	24.68	10.39	5.19	2.60	1.30	24.68
Eastern Arizona Community College	14.89	6.38	27.66	14.89	8.51	8.51	4.26	14.89
Mohave Community College	0.00	7.63	27.97	22.88	2.54	4.24	4.24	30.51
Pima Community College	5.26	9.87	19.08	21.71	2.63	7.89	1.97	30.92
Pima County Supt (AVTP)	0.00	6.40	6.40	47.20	11.20	1.60	9.60	17.60
University of Arizona (PHASE)	1.30	16.23	16.88	27.92	5.84	24.03	5.84	1.30
Via De Amisted	12.86	2.86	20.00	12.86	2.86	1.43	0.00	47.14
Statewide	5.10%	9.45%	17.04%	23.20%	4.91%	7.59%	5.47%	26.18%

93

Figure 10
SOURCES OF INCOME
State of Arizona for 1990



State of Arizona for 1991

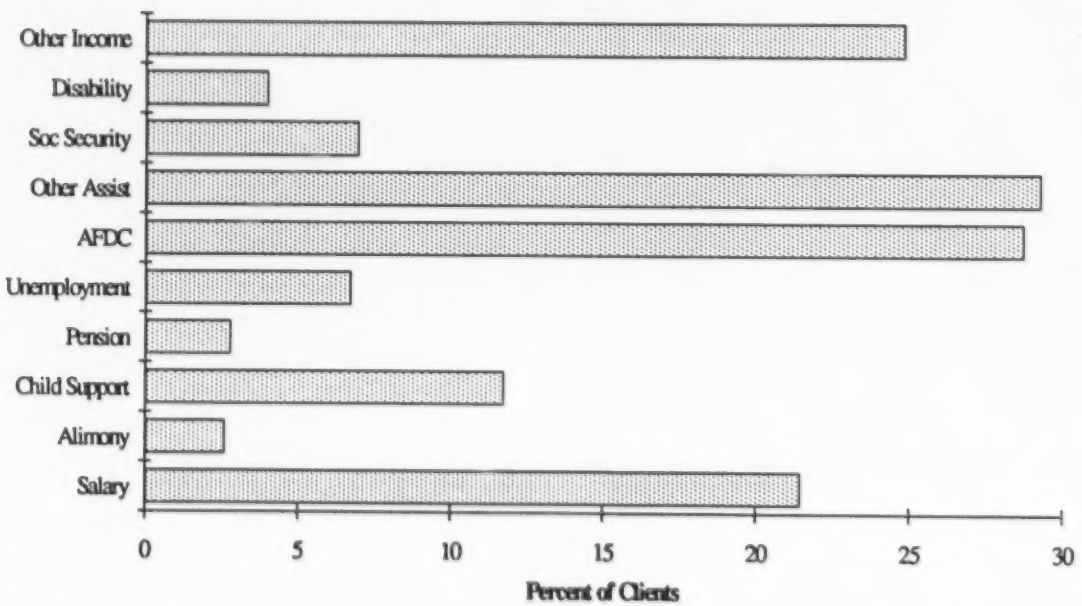


Table 10
INCOME SOURCES BY PROGRAM
State of Arizona for 1990
(Percentages)

Program	Salary	Alimony	Child Suprt	Pension	Un-employ	AFDC	Other Asst	Social Secrty	Disabil	Other Income
Arizona Western College	40.00%	2.00%	8.00%	0.00%	6.00%	26.00%	22.00%	4.00%	0.00%	20.00%
AWEE Maricopa	15.19	2.49	6.63	1.66	7.18	25.41	23.76	6.35	3.04	39.78
Center for New Directions	18.95	10.46	13.07	3.92	5.23	2.61	6.54	7.84	3.27	33.33
Cochise Community College	22.81	2.63	22.81	2.63	3.51	50.88	72.81	5.26	1.75	16.67
Mohave Community College	42.42	1.52	11.36	1.52	1.52	24.24	31.82	8.33	4.55	18.18
Pima Community College	34.53	2.88	20.86	2.88	2.88	37.41	27.34	9.35	2.16	14.39
Pima County Supt (AVTP)	36.00	6.00	8.00	3.33	6.00	8.00	17.33	4.00	3.33	42.67
University of Arizona (PHASE)	17.33	6.67	13.33	3.33	6.00	10.67	19.33	6.67	3.33	24.00
Statewide	25.12%	4.32%	12.00%	2.48%	5.20%	22.32%	26.00%	6.64%	2.96%	29.44%

Table 10

INCOME SOURCES BY PROGRAM

State of Arizona for 1991

(Percentages)

Program	Salary	Alimony	Child Support	Pension	Unempl	AFDC	Other Assist	Social Security	Disability	Other Income
Arizona Western College	16.22%	1.35%	16.22%	0.00%	13.51%	32.43%	29.73%	5.41%	4.05%	10.81%
AWEE Maricopa	9.51	2.45	7.36	3.07	8.28	36.20	34.66	8.59	3.68	37.12
AWEE Prescott	16.84	1.01	9.76	3.37	8.75	18.86	20.88	7.74	5.72	34.34
Center for New Directions	25.76	6.06	12.88	4.55	6.82	6.82	9.85	5.30	3.03	30.30
Central Arizona Community College	22.22	2.78	27.78	0.00	5.56	55.56	52.78	5.56	5.56	0.00
Cochise Community College	24.68	1.30	12.99	0.00	3.90	50.65	61.04	7.79	2.60	12.99
Eastern Arizona Community College	14.89	0.00	12.77	4.26	0.00	48.94	38.30	17.02	0.00	19.15
Mohave Community College	33.05	3.39	16.95	0.85	1.69	27.97	34.75	5.08	6.78	17.80
Pima Community College	41.45	3.95	18.42	0.00	2.63	38.82	28.95	3.95	1.32	12.50
Pima County Supt (AVTP)	34.40	4.00	12.00	7.20	10.40	8.00	15.20	7.20	2.40	28.00
University of Arizona (PHASE)	17.53	3.25	10.39	4.55	5.84	14.94	23.38	7.14	7.14	14.94
Via De Amisted	12.86	0.00	2.86	0.00	4.29	68.57	52.86	2.86	0.00	17.14
Statewide	21.27%	2.61%	11.75%	2.80%	6.72%	28.73%	29.29%	6.97%	3.98%	24.88%

Table 11

NET MONTHLY HOUSEHOLD INCOME

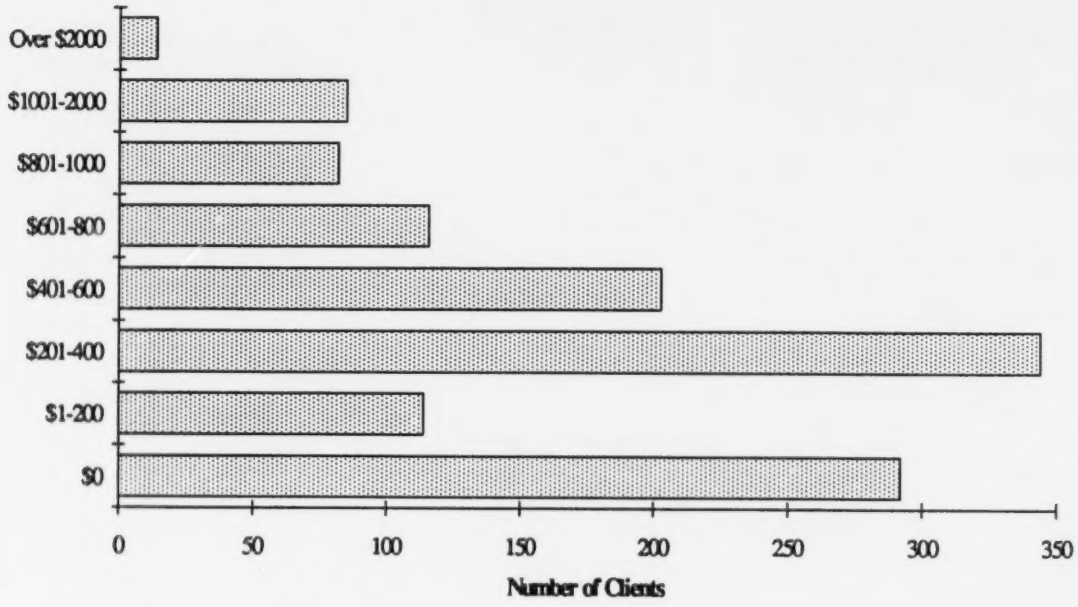
State of Arizona for 1990 - 1991

Program	1990 Median	1991 Median
Arizona Western College	264	353
Mohave Community College	460	486
Cochise Community College	293	285
Pima County Supt (AVTP)	400	400
Center for New Directions	240	150
University of Arizona (PHASE)	240	300
AWEE Prescott	**	300
AWEE Maricopa	293	403
Pima Community College	400	412
Eastern Arizona Community College	*	293
Central Arizona Community College	*	483
Via De Amisted	*	293
Statewide	300	330

* Programs were funded, data was gathered.

** Data was not separated for this site.

Figure 11A
NET MONTHLY HOUSEHOLD INCOME
State of Arizona for 1990



State of Arizona for 1991

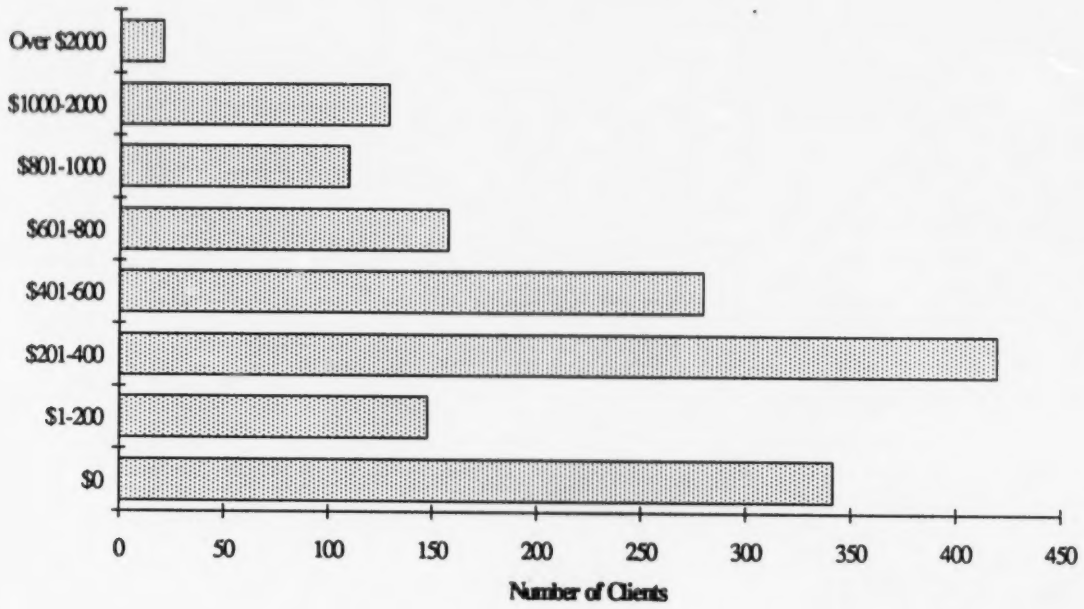
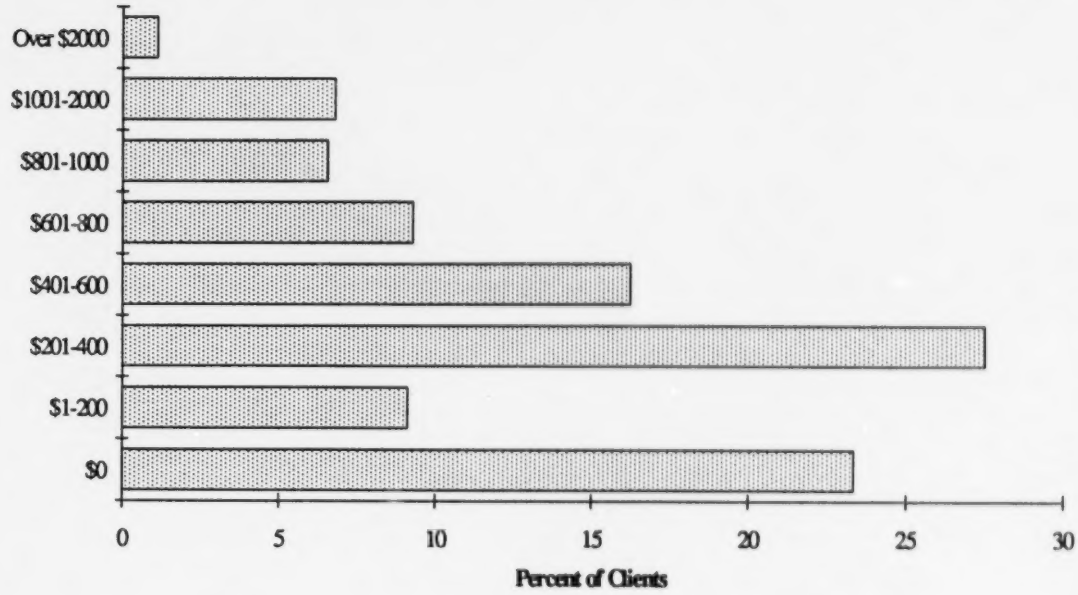


Figure 11B
NET MONTHLY HOUSEHOLD INCOME
State of Arizona for 1990



State of Arizona for 1991

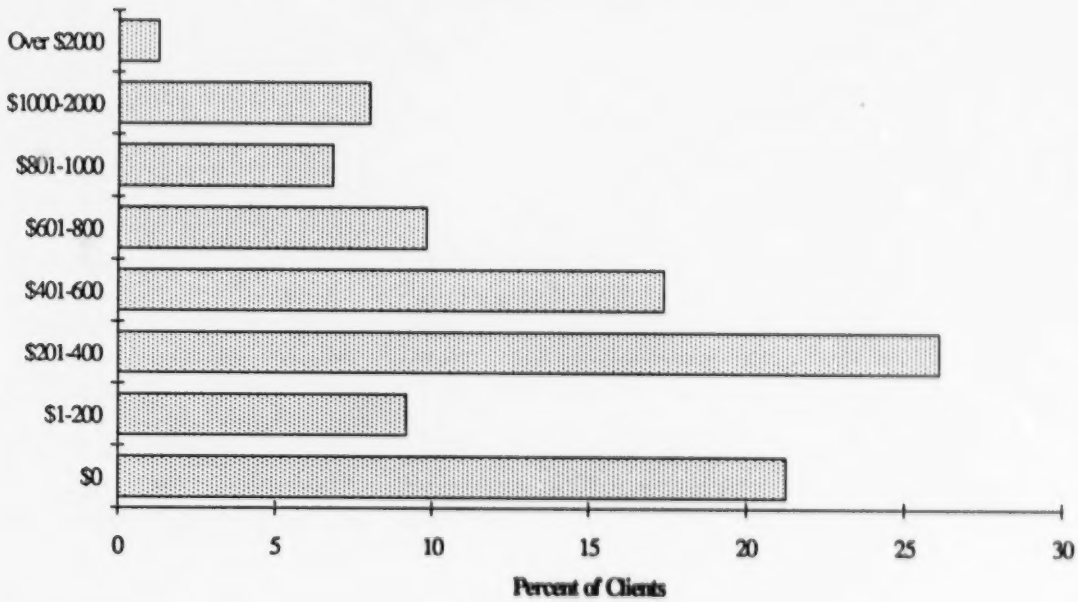
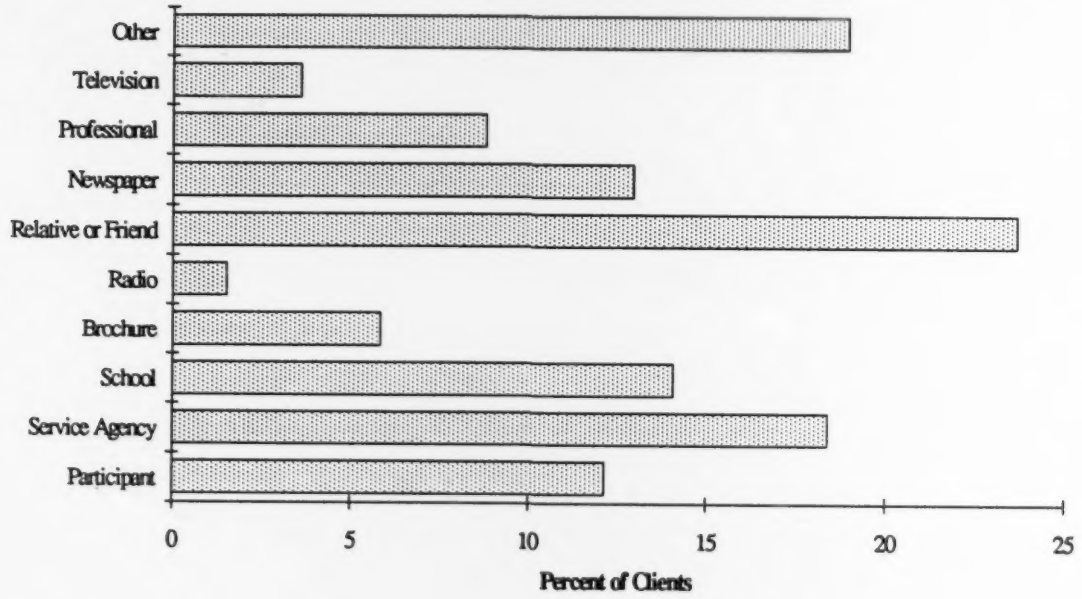


Figure 12
HOW CLIENT HEARD ABOUT PROGRAM
State of Arizona for 1990



State of Arizona for 1991

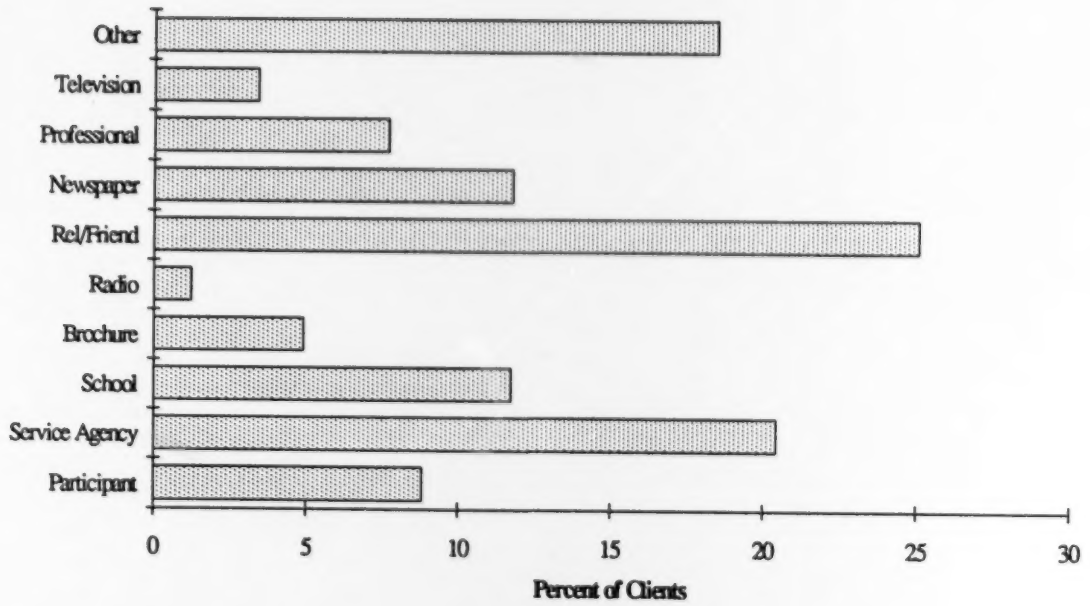


Table 12

HOW PARTICIPANTS HEARD ABOUT PROGRAM

State of Arizona for 1990
(Percentages)

Program	Participant	Social Agency	School	Brochure	Radio	Relative/ Friend	News- paper	Profes- sional	T.V.	Other
Arizona Western College	24.00%	54.00%	10.00%	2.00%	0.00%	14.00%	0.00%	10.00%	0.00%	2.00%
AWEE Maricopa	5.80	17.13	3.87	6.63	1.66	27.90	1.93	8.56	6.91	26.24
Center for New Directions	1.31	10.46	15.69	3.92	4.58	26.80	18.95	9.15	8.50	14.38
Cochise Community College	34.21	42.11	35.09	8.77	0.88	23.68	19.30	4.39	0.00	17.54
Mohave Community College	8.33	7.58	24.24	9.85	0.00	26.52	24.24	6.06	0.76	9.09
Pima Community College	36.69	12.23	29.50	5.04	0.00	16.55	7.91	6.47	0.72	15.83
Pima County Supt (AVTP)	3.33	15.33	4.67	4.67	2.00	18.00	26.67	4.67	1.33	32.67
University of Arizona (PHASE)	7.33	18.00	8.67	3.33	1.33	23.33	14.00	20.67	2.00	10.67
Statewide	12.16%	18.40%	14.08%	5.84%	1.52%	23.68%	12.96%	8.80%	3.60%	18.96%

Table 12

HOW PARTICIPANTS HEARD ABOUT PROGRAM

State of Arizona for 1991

(Percentages)

Program	Participant	Social Agency	School	Brochure	Radio	Relative/ Friend	News- paper	Profes- sional	T.V.	Other
Arizona Western College	4.05%	12.16%	20.27%	9.46%	6.76%	6.76%	6.76%	4.05%	0.00%	22.97%
AWEE Maricopa	6.13	26.99	2.76	5.83	0.31	0.31	3.68	7.67	4.91	24.23
AWEE Prescott	9.76	23.23	1.68	6.73	1.35	1.35	16.50	5.72	1.68	22.90
Center for New Directions	6.06	10.61	12.12	0.76	3.79	3.79	22.73	11.36	9.09	14.39
Central Arizona Community College	5.56	8.33	47.22	0.00	0.00	0.00	16.67	19.44	0.00	8.33
Cochise Community College	28.57	38.96	41.56	5.19	0.00	0.00	3.90	3.90	0.00	6.49
Eastern Arizona Community College	6.38	14.89	25.53	2.13	2.13	2.13	17.02	14.89	0.00	6.38
Mohave Community College	5.93	17.80	31.36	5.08	0.85	0.85	8.47	5.93	0.85	12.71
Pima Community College	10.53	13.16	18.42	3.29	0.00	0.00	15.13	7.24	1.32	15.79
Pima County Supt (AVTP)	7.20	20.80	5.60	7.20	0.00	0.00	26.40	4.00	1.60	30.40
University of Arizona (PHASE)	8.44	24.03	6.49	3.90	1.30	1.30	6.49	14.29	9.74	2.60
Via De Amisted	14.29	7.14	1.43	1.43	1.43	1.43	1.43	2.86	1.43	32.86
Statewide	8.83%	20.46%	11.75%	4.91%	1.24%	1.24%	11.82%	7.71%	3.36%	18.53%

Table 13

FOLLOW-UP INFORMATION BY PROGRAM

State of Arizona for 1990
(Numbers)

Program	No Response	Currently Job Hunting	Were Employed PT Obtained FT	Were Unemployed Obtained PT/FT	Were Upgraded In Job	Other	Total Responses
Arizona Western College	6	25	3	12	0	4	50
AWEE Maricopa	148	68	1	47	0	98	362
Center for New Directions	16	18	6	94	4	15	153
Cochise Community College	97	5	1	10	1	0	114
Mohave Community College	82	2	0	30	2	16	132
Pima Community College	124	3	1	2	7	2	139
Pima County Supt (AVTP)	87	15	6	28	3	11	150
University of Arizona (PHASE)	81	23	3	39	4	0	150
Statewide	641	159	21	262	21	146	1250

Table 13

FOLLOW-UP INFORMATION BY PROGRAM

State of Arizona for 1991

(Numbers)

Program	No Response	Currently Job Hunting	Were Employed PT Obtained FT	Were Unemployed Obtained PT/FT	Were Upgraded In Job	Other	Total Responses
Arizona Western College	4	33	10	11	1	15	74
AWEE Maricopa	27	67	0	52	0	180	326
AWEE Prescott	119	18	9	111	3	37	297
Center for New Directions	0	8	7	88	2	27	132
Central Arizona Community College	36	0	0	0	0	0	36
Cochise Community College	65	1	0	2	0	9	77
Eastern Arizona Community College	45	1	0	1	0	0	47
Mohave Community College	94	2	2	15	2	3	118
Pima Community College	152	0	0	0	0	0	152
Pima County Supt (AVTP)	83	9	1	28	4	0	125
University of Arizona (PHASE)	44	18	4	69	4	15	154
Via De Amisted	34	6	10	8	0	12	70
Statewide	703	163	43	385	16	298	1608

Table 14

FOLLOW-UP INFORMATION BY PROGRAM

State of Arizona for 1990

(Numbers)

Program	No Response*	Upgraded Basic Skills	Currently Enrolled in Voc Trng	Completed Vocational Training	Enrolled in Vocational Training	Removed from Public Assistance	Total Responses**
Arizona Western College	6	19	18	13	2	6	50
AWEE Maricopa	127	14	56	2	14	2	362
Center for New Directions	16	8	41	26	4	0	153
Cochise Community College	94	0	0	18	0	0	114
Mohave Community College	65	2	25	3	6	7	132
Pima Community College	83	1	47	5	0	0	139
Pima County Supt (AVTP)	87	12	16	40	1	9	150
University of Arizona (PHASE)	81	5	24	8	4	10	150
Statewide	559	61	227	115	31	34	1250

* Data for this table was collected after participants had been in the program for at least six months. It reflects a six month contact. The "No Response" column is the result of an inability to get information from the participant.

** This total is a duplicated count. It reflects the total number of responses per category.

Table 14

FOLLOW-UP INFORMATION BY PROGRAM

State of Arizona for 1991
(Numbers)

Program	No Response*	Upgraded Basic Skills	Currently Enrolled in Voc Trng	Completed Vocational Training	Enrolled in Vocational Training	Removed from Public Assistance	Total Responses**
Arizona Western College	3	20	38	5	7	1	74
AWEE Maricopa	23	14	96	19	4	1	326
AWEE Prescott	111	25	42	20	7	6	297
Center for New Directions	0	3	42	23	11	1	132
Central Arizona Community College	36	0	0	0	0	0	36
Cochise Community College	65	7	9	1	3	1	77
Eastern Arizona Community College	44	0	1	0	0	1	47
Mohave Community College	57	8	24	0	5	2	118
Pima Community College	152	0	0	0	0	0	152
Pima County Supt (AVTP)	73	15	25	21	6	1	125
University of Arizona (PHASE)	0	6	35	6	2	4	154
Via De Amisted	34	23	8	11	2	18	70
Statewide	598	121	320	106	47	36	1608

* Data for this table was collected after participants had been in the program for at least six months. It reflects a six month contact. The "No Response" column is the result of an inability to get information from the participant.

** This total is a duplicated count. It reflects the total number of responses per category.